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ABSTRACT

Representing a shift toward performance based education, this content guide and framework is designed to help schools in Idaho develop a K-12 English language arts curriculum and program and formulate some realistic goals for themselves and their students. An introductory section discusses performance based education, goals for English language arts, mission and vision statements, Idaho goals, and definitions. The main part of the guide presents lists of goals, performance indicators, and sample progress indicators for each of the grades from kindergarten through grade 12. In addition, the guide presents benchmarks, scoring standard for the direct writing assessment, and the scoring standard for reading for grades 4, 8, and 12. The guide concludes with position statements and a statement on class size. Contains 52 references. (RS)

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IDAHO
K-12 ENGLISH LANGUAGE ARTS
GUIDE AND FRAMEWORK

1994

Lynn Langer Meeks, Ph.D.
Consultant, English Language Arts
State Department of Education

Jerry L. Evans
State Superintendent
of Public Instruction

Darrell Loosle
Associate State Supt.
of State-Federal
Instructional Services

Jerry Pelton
Bureau Chief
Instructional Services

Idaho State Department of Education
650 W State Street
P. O. Box 83720

Boise, Idaho 83720-0027

(208) 334-2113

K-12 ENGLISH LANGUAGE ARTS GUIDE AND FRAMEWORK

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the professionalism, expertise, and effort of the following members of the Framework Writing Team.

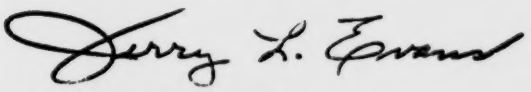
Judy Adamson	Coordinator, Elementary Education, State of Idaho Department of Education, Boise
Alecia Baker	English Teacher, West Junior High School, Boise; President-elect, Idaho Council of Teachers of English
Dr. Allan Cook	Professor, Department of Education, Idaho State University, Pocatello
Kathy Crapo	English Department Chair, South Fremont High School, St. Anthony; Board Member of the Idaho Council of Teachers of English
Bev Fransen	English Teacher, Payette High School, Payette; Table Leader for the 11th Grade Direct Writing Assessment; Board Member of the Idaho Council of Teachers of English
Dr. Rudy Leverett	Coordinator, Humanities and Foreign Languages, State of Idaho Department of Education, Boise
Sally McRae	English Department Chair, Lewiston High School; Table Leader for the 11th Grade Writing Assessment
Dr. Lynn Langer Meeks	Consultant, English Language Arts, State of Idaho Department of Education, Boise ; Framework Team Chair
Dr. Tim Morrison	Coordinator of the Literacy Education Program, Boise State University
Jeanne Reese	English Department Chair, Canfield Middle School, Coeur d'Alene; Table Leader for the 8th Grade Direct Writing Assessment
Linda Reuling	Teacher, Monroe Elementary School, Boise
Royal Waddoups	English Teacher, Butte County High School, Arco; Member of the Goals and Testing Commission
Susan Zoller	Curriculum Director, Moscow School District

FOREWORD

In December of 1993, a 13 member writing committee began its work on Idaho's K-12 English Language Arts Content Guide and Framework. The committee was composed of educators involved in classroom teaching from kindergarten through 12th grade, administrators and college level personnel, and staff of the State Department of Education. The committee had a variety of resources at hand: materials from other states, Idaho's performance based education documents, state approved English language arts textbooks, and suggestions from Idaho school districts. These resources helped shape this framework.

This framework has been designed to help schools develop a K-12 English language arts curriculum and program and formulate some realistic goals for themselves and their students. It is not our purpose to outline methods and procedures nor to recommend activities, projects, units, or plans for students and teachers. These are adequately treated in the teacher manuals of state-adopted textbooks and curriculum frameworks developed by local districts. However, the State Department of Education recommends that all Idaho public school districts use this framework as a basic resource.

I commend each person who participated in the writing of this framework. This document should serve the public schools well and ensure quality K-12 English language arts instruction for Idaho students.



Jerry L. Evans
State Superintendent
of Public Instruction

This document is intended to be a working implementation resource for schools, teachers, and patrons as the school develops its K-12 English Language Arts program. For the coming year, this document is open for review and revision. The State Department of Education invites comments from students, teachers, administrators, and parents. Please feel free to forward any comments regarding this document to:

Dr. Lynn Langer Meeks
Consultant, English Language Arts
Idaho State Department of Education
650 West State Street
P. O. Box 83720
Boise, Idaho 83720-0027
Phone: 208-334-2113
FAX: 208-334-2228

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THIS DOCUMENT REPRESENTS ONGOING MOVEMENT TOWARD AND EMPHASIS ON . . .

FROM	TO . . . .
a narrow, textbook/lecture driven curriculum	a student-centered curriculum that includes experiences not only in one content, but cross-curricular.
an acquisition of pieces of knowledge as an end in itself	embedding knowledge in a conceptual framework as a problem solving tool.
narrowly prescribed writing assignments	writing for a wide variety of purposes and audiences in a multitude of forms and styles.
preoccupation with isolated skills, and drill and drudgery	lessons based on the student's own writing and interests.
emphasis on separate areas of content	connections between disciplines and the content traditionally learned in those disciplines.
emphasis on one right answer	emphasis on student's reasoning, problem solving processes, and personal responses to literature.
students as passive participants	students as active participants in constructing ideas through exploring, investigating, discussing, and conjecturing.
teachers as transmitters of knowledge	teachers as facilitators of learning.
traditional paper and pencil tests as the primary means of assessing student progress	assessments and evaluations which are varied, natural and on-going components of instruction.

DEFINITIONS

The following are definitions of some educational vocabulary used in this document.

Benchmark -- A description of what a student should know and be able to do at a specified time. In Idaho, benchmarks have been established at the 4th, 8th, and 12th grade levels.

Content Guide -- A document that describes the content of a subject or academic discipline to be included in a school's curriculum. Content guides are usually organized around standards that define what students should know and be able to do as they progress through a course of study.

Exit Performance Standards -- The final established benchmark describing exactly what students will know and be able to do when they complete the 12th grade.

Framework -- A document outlining a series of critical components that describe what is to be taught, and how it is to be assessed. The State of Idaho frameworks are intended to provide models for use by school districts in developing their own frameworks.

Goal -- A broad description of what is important in achieving proficiency in a standard.

Objective -- A specific statement that describes what will be learned to reach the goal.

Performance Assessment -- A type of evaluation in which students must demonstrate what they know and are able to do.

Performance Assessment Example -- A sample of the kind of problems or tasks that students will encounter in the performance assessments administered at the 4th, 8th, and secondary levels.

Performance Assessment Scoring Standard -- The holistic or analytical scoring devise that is used to score a performance assessment. Consists of a scoring standard and the traits that must be exhibited to demonstrate each level of achievement at that scoring standard.

Sample Progress Indicator -- Activities through which students may demonstrate their achievement of the knowledge and skills specified for them in relevant goals and performance objectives. Student performance on progress indicators allows both the students and teachers to assess the students' progress toward the successive benchmarks.

Standard -- A broad description of what a student should know and be able to do.

Strand -- One learning segment of a standard.

STATE GOALS for ENGLISH LANGUAGE ARTS

GOAL 1 **All students will have equal access to instruction and the study of language arts.**

Students must be provided the necessary facilities and resources, from buildings to computers, to ensure the opportunity to study and learn language arts.

GOAL 2 **All students will communicate effectively in reading, speaking, writing, listening, or viewing.**

To succeed in work and personal relationships, students need to be able to communicate clearly and effectively with people from different backgrounds, including other ethnic and racial groups.

GOAL 3 **All students will value language arts.**

An understanding of the cultural and historical evolution of the language arts helps students appreciate the role of language in the development of our society.

GOAL 4 **All students will effectively use the conventions of written and spoken language.**

To succeed in work and personal relationships, students need to know and be able to use language forms and styles appropriate for different purposes and audiences.

GOAL 5 **All students will use oral, visual and written language to find, interpret and apply information in all contexts.**

The language arts are tools students use to study all other subjects and to continue lifelong learning.

GOAL 6 **All students will use oral, visual and written language to solve problems and think critically.**

The language arts are tools students use to identify and solve problems.

GOAL 7 **All students will appreciate and enjoy oral, visual, and written language arts in a variety of forms and contexts.**

Through appreciating and enjoying all the language arts, students gain sympathy for and understanding of the human condition in an historical, cultural context as well as a personal understanding of the feelings and thoughts of others.

QUESTIONS AND ANSWERS ON PERFORMANCE BASED EDUCATION

Why should Idaho change to performance based education?

The world is changing. As our society moves from the industrial age to the information age, schools must be redesigned to prepare students for the future. To be successful, students must become lifelong learners who can work with others, communicate clearly, apply what they have learned in practical ways, recognize quality, and be creative and original problem solvers. Performance based education ensures that students master both traditional basic skills (phonics, reading, writing, math, spelling, grammar, social studies, and science inquiry) and additional basic skills that emphasize application and use of what has been learned.

What is performance based education?

Performance based education clearly defines what students are expected to know and be able to do with that knowledge. Students are periodically tested or assessed to determine their progress, and each student is given needed time and assistance to become proficient. Students who show meaningful progress or skill development are advanced to more challenging material.

What are additional basic skills?

In Idaho we call them *exit performance standards*. We believe that besides demonstrating proficiency in the traditional basics, students who graduate from Idaho high schools must be able to

1) communicate clearly and effectively.
2) use knowledge and information effectively.
3) solve problems.
4) be creative and original.
5) determine quality.
6) work cooperatively with others. And
7) learn effectively throughout life.

These *exit performance standards* are additional basics that students must acquire in order to live and work in a complex and changing world.

How is performance based education different from traditional teaching methods?

In traditional methods, teachers present material, students study and do homework, students are tested, the grades are recorded, and the class moves on to the next topic--whether or not everyone has learned the information.

In performance based education, a student must demonstrate what they know and are able to do in a given discipline. Thus performance based education is more attentive to the individual student's progress.

Does performance based education "dummy down" the curriculum so that all students are learning less?

Just the opposite. Performance based education sets uniform standards for all students. To show proficiency, a student has to meet a rigorous predetermined standard. Because the standards set high expectations for all students, students will learn more. Idaho's own Direct Writing Assessment program, now in its 10th year, is a good example: the quality of students' writing has improved during this time because the tough standards go hand-in-hand with solid preparation.

How does performance based education teach students to think?

Performance based education requires students to analyze, synthesize, evaluate, internalize, and apply what they have learned. Students are also taught to evaluate their own progress and set goals for improvement.

What are the differences between traditional testing and performance based assessment?

A traditional pencil and paper test requires that students show what they have learned. They do not have to demonstrate what they can do with what they know, and they are not able to demonstrate the depth and breadth of their knowledge. Often grades are reported as the percentage of test questions answered correctly. It is possible to receive credit by mastering as little as 60 percent of the information (usually a "D").

In a performance assessment, students are expected to answer two questions: *What do you know?* and *What can you do with what you know?* Students show their basic knowledge and understanding through a variety of activities that demonstrate their level of proficiency. This kind of assessment not only requires thorough knowledge of the basic skills, but demands that students demonstrate this knowledge through projects, performances, experiments, research, essays, critiques, and other practical ways.

What are performance based assessment standards?

Performance based assessment standards describe the student's level of proficiency in meeting the *exit performance standards*:

4) **Advanced:** The student goes beyond the basic requirements, demonstrates a thorough understanding of the exit performance standards, and communicates those concepts clearly and easily.

3) **Proficient:** The student meets the basic requirements and communicates these concepts clearly and easily.

2) **Developing Toward proficiency:** The student meets some, but not all, of the basic requirements. He or she has difficulty in communication.

1) **Minimum Development Toward Proficiency:** The student meets few of the basic requirements set forth in the *exit performance standards* and is unable to communicate in a clear and thoughtful way.

How will changing to performance based assessment effect classroom teaching?

Classrooms of the future may look quite different. Instead of the teacher standing in front of the room lecturing for 50 minutes, students will work separately--and together--to produce products (writing portfolios, art portfolios, exhibits, plays, poems, science experiments, math demonstrations) or performances (typing tests, dramatic and musical performances, or oral debates). The teacher will decide on the content and purpose of each lesson, but the students will learn through active involvement.

Does performance based assessment replace college entrance exams?

No. However, a number of colleges are no longer requiring students to take entrance exams, but are requesting that students send "portfolios" (collections) of their work in a particular subject. A performance assessment would be an important part of a student's portfolio.

What happens to the gifted and talented student?

Performance based assessment is particularly good for the gifted and talented student. Now students only demonstrate their proficiency to the limit of the traditional test. With open-ended performance based assessment, these students can truly demonstrate their gifts and talents. Thus, gifted students are identified early and given more challenging material.

Does performance based education teach "values clarification"?

No. What it does is require students to go beyond the memorization of facts and show how to use what they know.

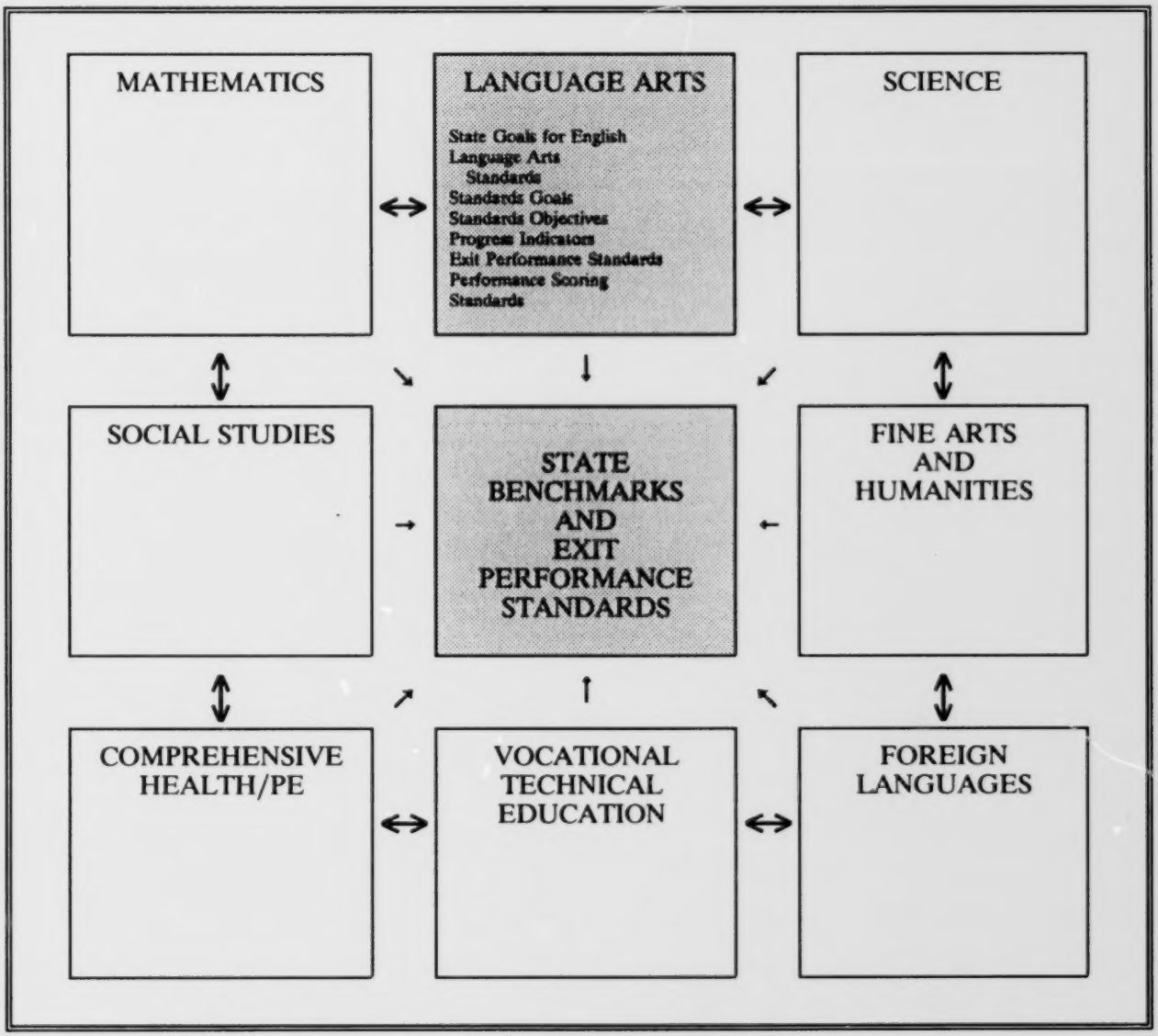
Will performance based assessment take place at every grade level?

Yes, although often this is informal assessment by teachers. Formal assessment will probably occur at grades 4, 8, and 11. Students will also be tested in traditional ways so that their progress can be compared to national scores.

The Idaho Performance Based Educational System is focused on Exit Performance Standards that describe what students know and can do when they graduate from high school. Benchmarks at grades 4 and 8 provide opportunities to assess students' progress toward accomplishment of the Exit Performance Standards.

The Curricular Frameworks describe the scope and sequence of instruction and learning within each curriculum area. Working from the foundation of State Curriculum Goals and Content Standards, Grade-level Goals and Objectives have been identified. Recommended teaching and assessment practices are included.

Collectively the Curricular Frameworks address the Exit Performance Standards by encouraging the integration of student learning across the curriculum areas. The integration of learning is supported by the acquisition of knowledge and skill in each curriculum area, and it is enhanced by encouraging integrated instruction.



CURRICULAR ALIGNMENT

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IDAHO GOALS

Broad description of what is important
in achieving proficiency in each subject area.

EXIT PERFORMANCE STANDARDS

What high school graduates should know and be able to do.

CURRICULAR FRAMEWORKS

A design that "Frames" a series of critical components describing what we teach and how we assess it.

Language Arts Goals/Exit Performance Standards Matrix

The following matrix shows the relationship between the Idaho English Language Arts goals and the state Exit Performance Standards.

GOALS ↓	EXIT PERFORMANCE STANDARDS						
	COMMUNICATE EFFECTIVELY	USE KNOWLEDGE EFFECTIVELY	SOLVES PROBLEMS EFFECTIVELY	IS CREATIVE AND ORIGINAL	DETERMINES QUALITY	COLLABORATES WITH OTHERS	IS A LIFELONG LEARNER
EQUAL ACCESS TO INSTRUCTION	X	X	X	X	X	X	X
COMMUNICATE EFFECTIVELY AS SPEAKERS, WRITERS, LISTENERS	X	X	X			X	X
VALUE OF LANGUAGE ARTS				X	X		X
EFFECTIVELY USE CONVENTIONS OF WRITTEN AND SPOKEN LANGUAGE	X	X	X	X	X	X	X
USE LANGUAGE ARTS TO FIND, INTERPRET AND APPLY KNOWLEDGE	X	X	X	X	X	X	X
USE LANGUAGE ARTS TO SOLVE PROBLEMS AND THINK CRITICALLY	X	X	X	X		X	X
APPRECIATE AND ENJOY LANGUAGE ARTS IN ALL FORMS AND CONTEXTS				X	X		X

An **X** in a cell indicates the intersection of a specific English language arts goal with a specific Exit Performance Standard.

MISSION STATEMENT

Every student, regardless of ethnic background, gender, or ability, will start school ready to learn. Every student will be educated to the upper limits of his or her intellectual potential. All students will develop knowledge, skills, and appreciation of their responsibilities as citizens, workers, and lifelong learners.

Schools will be places where learning English language arts is exciting and challenging. Goals are clearly stated and expectations are high. Schools will be equipped with state-of-the-art technology, allowing teachers to focus on each student's needs and to serve as instructors, mentors, and motivators. Educators, parents, and communities will share responsibility for helping students prepare themselves to perform productively.

VISION STATEMENT

The purpose of the Idaho English language arts education program is to enable learners to develop their individual potential in English language arts and to acquire the knowledge, skills and attitudes needed to contribute to a healthy society and a prosperous and sustainable economy.

All high school graduates will possess the knowledge, skills and attitudes to

* apply appropriate English language arts concepts as necessary to every day situations.
* use critical thinking and reasoning ability to solve problems.
* understand, integrate and use information and knowledge acquired from all sources.

FURTHER:

Through equal access to quality English language arts education, all Idaho high school graduates will understand and value lifelong learning, and possess the knowledge, skills and attitudes to:

* learn.
* use critical thinking and reasoning ability to solve problems.
* work independently and in groups.
* communicate effectively in all forms.
* understand, integrate and use information and knowledge already acquired.
* maintain personal, emotional and physical well-being.
* contribute to society as caring, responsible and thoughtful citizens.
* understand and appreciate ethnic and racial differences.

The term *all Idaho high school graduates* means students from a broad range of backgrounds and circumstances, including disadvantaged students; students with different racial and ethnic backgrounds; students with disabilities, students with limited English proficiency, and academically talented students.

INTRODUCTION TO THE ENGLISH LANGUAGE ARTS CONTENT GUIDE AND FRAMEWORK

This Framework is a suggested common core of understandings about what should be taught and learned in English Language Arts. It is not a curriculum guide, which is developed at the local level, or a course of study, as developed by the State Department of Education. Local schools and districts will use the Framework as they develop their curriculum guide to specifically reflect the needs of their students. The intent of this Framework is to provide information which supports educational equity, recognizes and affirms cultural and linguistic differences, and promotes excellence for all students.

The document delineates **goals**, which were developed by the Idaho Goals and Testing Commission, **performance objectives**, which reflect what all students will have the opportunity to learn, and **sample progress indicators**, which are activities or settings in which student performance can be observed. Sample Progress Indicators are examples of activities that reflect the intent of the objectives as they are applied across the curriculum. The Sample Progress Indicators should be modified by teachers depending on the students, materials and technology available in their classrooms. Students who successfully complete activities similar to the Sample Progress Indicators are assumed to have met the Performance Objectives at their developmental level.

Assessment should be an on-going tool for curriculum change and part of the curriculum development process. Evaluation of performance can be determined through teacher observation, portfolios, tests, student work, and presentations which ultimately reflect a student's development from year to year toward benchmark assessments at 4th, 8th, and 11th grade levels.

This document reflects an **ideal** situation where conditions for learning include an adequate supply of texts, comprehensive classroom and school libraries, class size limits which encourage a writing-focused curriculum, and fully certified teachers who have adequate planning time, on-going professional development and other activities to support the teaching and assessment called for in this document. For example, this document includes statements regarding student access to technology. We recognize that this is a goal toward which resources must be expended, not that this currently exists in every classroom.

We encourage you to respond and make suggestions for revision as you use this document in your work with students. We want the *K-12 English Language Arts Content Guide and Framework* to be used as a model for local Idaho school districts in their English language arts curriculum, instruction, and assessment development.

INTRODUCTION TO K - 4 ENGLISH LANGUAGE ARTS

An integrated language arts curriculum should encourage thinking at the analytical, interpretive, and application levels while still offering numerous concrete experiences and a variety of hands-on material. Students in kindergarten through grade two come to school as eager language learners with varying abilities and experiences, while the intermediate grades (3-4) serve as a transition point between the concrete emphasis of the primary grades and the more complex focus of the middle school grades.

The range of development will be broad at each grade level, even during the primary school years. While accepting varying levels of student achievement, the teacher's responsibility is to note what steps must be taken and what methods and materials should be used to assure the continuation and enhancement of learning for each student.

The progress indicators given for each grade level are offered as **samples** only. There is not necessarily a one-to-one correspondence between each performance objective and the progress indicators. It is anticipated that the classroom teacher will think creatively in developing progress indicators that reflect the needs of teachers and their students.

Because the range of development in grades K-4 is so great, we use the term developmentally appropriate to mean a way of thinking about how children learn. Developmentally appropriate activities are those that

1. foster competence in all areas of language development (listening, speaking, reading, writing, and viewing).

2. consider different levels of development, abilities, and experiences.

3. nourish positive feelings toward learning.

4. develop students' abilities through natural and meaningful experiences.

It is the responsibility of each school district to define what is developmentally appropriate in terms of its own unique student population.

K - 4 ENGLISH LANGUAGE ARTS DEFINED

English language arts consists of five components: reading, writing, speaking, listening and viewing. These components should not be taught nor should they be learned in isolation. Ability in one of the language arts influences ability in the others; instruction in one affects learning in the others; exposure in one promotes growth in the others.

A K-4 English language arts curriculum provides situations in which all students regardless of ethnicity, socio-economic status, language dominance, or competence may progress in their language development. An integrated language arts curriculum is based on the concept that language is student-centered, literature- and activity-based, context- and writing-rich, talk-focused, and parent-involved.

Since it is essential that all students learn to apply, analyze, synthesize, and evaluate in each of the critical components (reading, writing, speaking, listening and viewing), sample progress indicators which enhance higher level cognitive skills are, therefore, included throughout this guide and framework.

The following explanations are intended to further enhance understanding of the five components of K-4 English language arts:

1. READING

Reading is a meaning-making process that requires the integration of the reader's background knowledge with a number of information sources such as word meanings, letter-sound relationships (phonics), and sentence and text structure. Reading is not a discrete skill apart from the other language arts (listening, speaking, viewing, and writing) but is one part of that language picture. Reading is best taught in contexts meaningful to students. The broad goal of reading instruction is to assist students to become thoughtful and reflective comprehenders of poetic, narrative, expository, and persuasive text.

2. WRITING

Writing is a tool for learning, discovering, communicating, recording, and understanding in all curriculum areas. While writing focuses thinking and assists intellectual growth, it is also a way to practice and learn spelling, punctuation, grammatical conventions, and handwriting. In addition, writing is an expressive activity. Its form and function depend upon its purpose and audience. The teaching of writing should be fully integrated with listening, speaking, reading and viewing. The broad goal of writing instruction is to assist students to become thoughtful and reflective producers of poetic, narrative, expository, and persuasive text.

3. SPEAKING

Speaking is a means of communicating, expressing, and understanding information. K-4 English language arts instruction should offer a variety of informal and formal speaking opportunities. The broad goal of speaking instruction is to assist students to become thoughtful and reflective producers of poetic, narrative, expository, and persuasive speech.

4. LISTENING

Listening is an integral part of the language arts. Beginning in infancy students hear the richness and power of language through listening in both formal and informal situations. Active listening is an important communication skill. Effective listening provides background information that makes effective reading, speaking, viewing, writing and thinking possible. Therefore, it is vital that students learn how to listen critically. The broad goal of listening instruction is to assist students to become thoughtful and reflective comprehenders of poetic, narrative, conversive, expository, and persuasive speech.

5. VIEWING

Viewing is the process through which students are able to interpret, organize, and evaluate visual presentations such as videos, films, charts, art, diagrams, photographs, maps, signs, symbols, hypertext, and advertisements. Critical viewing skills will provide the student with the ability to distinguish between fact and fiction in all forms of visual materials, to understand the differences between electronic and print media, and to enrich their language skills. The broad goal of viewing instruction is to assist students to become thoughtful and reflective comprehenders and producers of poetic, narrative, expository, and persuasive visual text found in film, television, computers and other media such as magazines and advertising. A K-4 English language arts program should include viewing instruction as a part of total communication.

KINDERGARTEN

STANDARD I. COMMUNICATION

GOAL I A. All students will communicate effectively as readers, speakers, writers, listeners, and viewers.

PERFORMANCE OBJECTIVES. All students will demonstrate developmentally appropriate

1. reading skills and behaviors (such as print awareness, interpreting pictures, introduction to letter-sound relationships [beginning phonics], and "reading" from left to right).

2. speaking skills and behaviors (such as sharing ideas and experiences, participating in discussions, and show and tell).

3. writing skills and behaviors (such as print awareness and expressing ideas).

4. listening skills and behaviors (such as following directions, listening to and enjoying stories).

5. viewing skills and behaviors (such as discriminating between real and make-believe and attending to a visual presentation).

6. use of technology to enhance language (such as learning about and from computers and audio and video recordings.)

SAMPLE PROGRESS INDICATORS. All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example, students will

1. participate in a production (such as puppet show, readers' theater and plays,) based on a popular piece of children's literature.

2. participate in buddy reading (two students read aloud together).

3. "write" in a journal (such as draw a picture, "write" [using symbols] about the picture, and/or dictate an entry to another).

GOAL I B. All students will use the conventions of written and spoken language effectively.

PERFORMANCE OBJECTIVES. All students will

1. develop an awareness of the conventions of written and spoken language.

2. develop the use of appropriate conventions of spoken language (such as pronunciation and vocabulary).

SAMPLE PROGRESS INDICATORS. All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example, students will

1. make clay figures of animals seen while on a field trip to the zoo. Then share their clay animals with others.

2. discuss what needs to be in a "thank you" letter after a guest has visited the classroom. The teacher will record students' suggestions, and the class will read, edit, and sign the finished letter.

STANDARD II. APPRECIATION

GOAL II A. All students will value language arts.

PERFORMANCE OBJECTIVES. All students will

1. view, read, speak, listen and write a variety of forms of language.

2. use language arts to contribute to society as caring, responsible citizens.

3. listen to, "read," and view an abundance of traditional, classical, and current children's literature.

4. listen to, "read," view, and express a reaction to literature, film, video and drama.

5. acknowledge language variety (including languages and dialects) as an element of cultural heritage.

6. experience and use writing as a form of communication.

SAMPLE PROGRESS INDICATORS. All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example, students will

1. actively participate in shared reading experiences.

2. listen as the teacher or others read aloud.

3. discuss class rules.

GOAL II B. All students will appreciate and enjoy oral, visual, and written language arts in a variety of forms and contexts.

PERFORMANCE OBJECTIVES. All students will

1. self-select literature according to own interests.

2. read for recreational purposes.

3. appreciate language in a variety of contexts.

SAMPLE PROGRESS INDICATORS. All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example, students will

1. create and perform an extension of a picture book such as *Goldilocks and the Three Bears*. (such as what happens to Goldilocks after she leaves the bears' home?)

2. check out books from the library.

3. role play stories.

4. choose to look at books during unstructured playtime.

5. choose books to take home and share with others.

STANDARD III. APPLICATION AND INTEGRATION

GOAL III A. All students will use oral, visual and written language to find, interpret and apply information in all contexts.

PERFORMANCE OBJECTIVES. All students will use oral, visual and written language to

1. locate and gather information from classroom resources.
2. organize and interpret information (such as using simple graphs, sorting, and classifying).
3. integrate and apply information (such as following directions).

SAMPLE PROGRESS INDICATORS. All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example, students will

1. listen to a story, such as *The Big Pumpkin*; then retell the story following the proper sequence of events.
2. help graph type of milk requested for snack time.

GOAL III B. Use oral, visual and written language to solve problems and think critically.

PERFORMANCE OBJECTIVES. All students will use oral, visual and written language to

1. identify problems.
2. use critical thinking skills (such as brainstorming, clustering, and predicting) to solve problems.

SAMPLE PROGRESS INDICATORS. All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example, students will

1. actively participate in a DLTA (Directed Listening-Thinking Activity) using a book such as *Seven Blind Mice.*
2. read and discuss books which teach morals (such as *Penguins are Penguins*).

FIRST GRADE

STANDARD I. COMMUNICATION

GOAL I A. All students will communicate effectively as readers, speakers, writers, listeners, and viewers.

PERFORMANCE OBJECTIVES. All students will demonstrate developmentally appropriate

1. reading skills and behaviors (such as understanding what is read, increasing vocabulary, understanding letter-sound relationships [phonics], and reading for pleasure).

2. speaking skills and behaviors (such as sharing ideas and experiences, participating in groups, and varying voice to communicate stories).

3. writing skills and behaviors (such as organizing ideas, writing for different purposes and developing a sense of audience).

4. listening skills and behaviors (such as listening to follow directions, listening for a variety of purposes, and listening to acquire information).

5. viewing skills and behaviors (such as gaining information from the interpretation of various visual resources, and experiencing and reacting to a variety of visual stimuli).

6. use of technology (computers, keyboarding skills, audio and video recordings, etc.) to enhance language learning.

SAMPLE PROGRESS INDICATORS. All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example, students will

1. write and participate in a production (such as puppet show, readers theater, play) based on a popular piece of children's literature.

2. participate in informal booktalks (share important and/or interesting parts of a story with others).

GOAL I B. All students will use the conventions of written and spoken language effectively.

PERFORMANCE OBJECTIVES. All students will

1. develop awareness of the conventions of written and spoken language.

2. develop the use of appropriate conventions of written language (such as punctuation, capitalization, spelling, handwriting, and vocabulary).

3. develop the use of appropriate conventions of spoken language (such as pronunciation and vocabulary).

SAMPLE PROGRESS INDICATORS. All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example, students will

1. recognize and write the letters of the alphabet.

2. brainstorm word families after reading rhyming books, such as *Is Your Mama a Llama* (e.g. words that rhyme with gave and at).

3. participate in a two-voice poetry reading.

STANDARD II. APPRECIATION

GOAL II A. All students will value language arts.

PERFORMANCE OBJECTIVES. All students will

1. read, listen to, discuss and write about many language forms.

2. use language arts to contribute to society as caring, responsible citizens.

3. listen to, read and view an abundance of traditional, classical and current children's literature.

4. listen to, read, view, and express a reaction to literature, film, drama, and video.

5. acknowledge language variety (languages and dialects) as an element of cultural heritage.

6. experience and use writing as a form of communication.

SAMPLE PROGRESS INDICATORS. All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example, students will

1. select books from the cassette library to listen to on tape.

2. make book jackets for a favorite book.

3. participate in a story mapping activity (such as draw a picture or make a chart/diagram of some elements of the story).

GOAL II B. All students will appreciate and enjoy oral, visual, and written language arts in a variety of forms and contexts.

PERFORMANCE OBJECTIVES. All students will

1. self-select literature according to own interests.

2. read for recreational purposes.

3. experience and use writing as a form of communication.

4. appreciate language in a variety of contexts.

SAMPLE PROGRESS INDICATORS. All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example, students will

1. create and perform an extension of a story or book, such as *Goldilocks and the Three Bears*. For instance, what happened to Goldilocks after she left the bears' house?

2. participate in word play (such as jokes, puns, and riddles).

3. write lists (such as items in their desks, daily agenda, and recipes).

4. write to pen pals.

STANDARD III. APPLICATION AND INTEGRATION

GOAL III A. All students will use oral, visual and written language to find, interpret and apply information in all contexts.

PERFORMANCE OBJECTIVES. All students will use oral, visual and written language to

1. locate and gather information from school resources.
2. organize and interpret information (such as graphing, mapping, brainstorming, and webbing).
3. integrate and apply information (such as following directions, and making predictions and inferences).

SAMPLE PROGRESS INDICATORS. All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example, students will

1. complete a Venn diagram comparing and contrasting two versions of a traditional tale (such as *Three Little Pigs*).
2. help complete class forms (such as attendance, lunch count, and weather graphs).

GOAL III B. All students will use oral, visual and written language to solve problems and think critically.

PERFORMANCE OBJECTIVES. All students will use oral, visual and written language to

1. identify problems.
2. use critical thinking skills (such as dramatizing, brainstorming, clustering, and predicting) to solve problems.

SAMPLE PROGRESS INDICATORS. All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example, students will

1. use verbal skills and/or writing to solve problems that arise on the playground or in the classroom.
2. participate in class meetings.

SECOND GRADE

STANDARD I. COMMUNICATION

GOAL I A. All students will communicate effectively as readers, speakers, writers, listeners, and viewers.

PERFORMANCE OBJECTIVES. All students will demonstrate developmentally appropriate

1. reading skills and behaviors (such as self-select literature, read for enjoyment, make connections between letter-sound relationships [advanced phonics], and experience a variety of genres).

2. speaking skills and behaviors (such as formulate and ask questions and respond orally to literature).

3. writing skills and behaviors (such as organizing information, writing in a variety of styles for a variety of purposes, using figurative language, and writing for personal enjoyment).

4. listening skills and behaviors (such as summarizing and retelling stories and expressing opinions and ideas).

5. viewing skills and behaviors (such as compare and contrast information gained visually with present knowledge, interpret and draw inferences from visual presentations, and experience and react to visual stimuli).

6. use of technology to enhance language learning (such as continuing development of keyboarding skills and exposure to a variety of computer programs, calculators, audio and video recordings).

SAMPLE PROGRESS INDICATORS. All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example, students will

1. participate in an oral discussion comparing a literature selection such as James and the Giant Peach with a video production based on that title.

2. write and produce their own plays.

3. read/recite poetry (in groups and individually).

GOAL I B. All students will use the conventions of written and spoken language effectively.

PERFORMANCE OBJECTIVES. All students will

1. develop awareness of the conventions of written and spoken language.
2. develop the use of appropriate conventions of written language (such as punctuation, capitalization, spelling, handwriting, and vocabulary).
3. develop the use of appropriate conventions of spoken language (such as pronunciation and vocabulary).

SAMPLE PROGRESS INDICATORS. All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example, students will

1. develop a list of rhyming words after the teacher has read a book, such as Sheep in a Jeep to the class. Groups will then orally present their lists to create a class list of rhyming words.
2. complete daily oral language activities (correction of spelling, grammar and punctuation errors).
3. work in a group to create an alphabet book based on a theme (such as colors, flowers, animals, cars, names of classmates).

STANDARD II. APPRECIATION

GOAL II A. All students will value language arts.

PERFORMANCE OBJECTIVES. All students will

1. view, read, speak, listen and write many forms of language.
2. use language arts to contribute to society as caring, responsible citizens.
3. listen to, read, and view an abundance of traditional, classical and current children's literature.
4. listen to, read, view and express a reaction to literature, film, drama, and video.
5. write to communicate.

SAMPLE PROGRESS INDICATORS. All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example, students will

1. write a letter to a favorite author.

2. keep a reading log.

3. get and use a public library card.

4. study a favorite author's complete works.

GOAL II B. All students will appreciate and enjoy oral, visual, and written language arts in a variety of forms and contexts.

PERFORMANCE OBJECTIVES. All students will

1. self-select literature according to own interests.

2. read for recreational purposes.

3. write to communicate.

4. appreciate language in a variety of contexts.

SAMPLE PROGRESS INDICATORS. All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example, students will

1. make puppets, write dialogue and perform a selection such as *Polar Bear, Polar Bear, What do You Hear?*.

2. read aloud to the class.

3. participate in word play (such as jokes, puns, and riddles).

STANDARD III. APPLICATION AND INTEGRATION

GOAL III A. All students will use oral, visual and written language to find, interpret and apply information in all contexts.

PERFORMANCE OBJECTIVES. All students will use oral, visual and written language to

1. locate and gather information from school and community resources.
2. organize and interpret information (such as comparing and contrasting and cause and effect).
3. integrate and apply information (such as oral and written reports and summarizing).

SAMPLE PROGRESS INDICATORS. All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example, students will

1. interview parents and grandparents about family roots and use that information to locate family origins on a class map.
2. interview each other and help make a class book.

GOAL III B. All students will use oral, visual and written language to solve problems and think critically.

PERFORMANCE OBJECTIVES. All students will use oral, visual and written language to

1. identify problems.
2. use critical thinking skills (such as brainstorming, clustering, and predicting) to solve problems.

SAMPLE PROGRESS INDICATORS. All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example, students will

1. learn a poem such as "The Trash Pile Grows" and pick up trash on the playground. Brainstorm solutions to the trash problem.
2. pick an issue such as recycling, then learn all they can about it through library books, guest speakers, and video tapes. Form an appropriate action plan and present it orally and in writing.

THIRD GRADE

STANDARD I. COMMUNICATION

GOAL I A. All students will communicate effectively as readers, speakers, writers, listeners, and viewers.

PERFORMANCE OBJECTIVES. All students will demonstrate developmentally appropriate

1. reading skills and behaviors (such as read a variety of genres of literature, read for enjoyment, read to gather information, and develop library skills).

2. speaking skills and behaviors (such as expressing ideas and opinions, drawing conclusions and predicting outcomes, and speaking persuasively).

3. writing skills and behaviors (such as use writing process strategies [prewriting, drafting, writing, revising, editing], to summarize, develop fluency and confidence, and record information).

4. listening skills and behaviors (such as listening to gain information, distinguishing fact from opinion, and recognizing bias).

5. viewing skills and behaviors (such as becoming more proficient at responding to visual stimuli and gathering and interpreting information from a variety of visual resources).

6. use of technology to enhance language learning (such as using computers, calculators and audio and video recordings as an aid to composition and in locating information and problem solving).

SAMPLE PROGRESS INDICATORS. All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example, students will

1. prepare for and participate in a mock trial defending or prosecuting a character in a fairy tale (such as the wolf from *The Three Little Pigs* or Jack from *Jack and the Beanstalk*).

2. orally present a written research report.

3. dramatize a familiar story as a prewriting activity.

GOAL I B. All students will use the conventions of written and spoken language effectively.

PERFORMANCE OBJECTIVES. All students will

1. develop awareness of the conventions of written and spoken language.

2. develop the use of appropriate conventions of written language (such as grammar, punctuation, capitalization, spelling, handwriting, and vocabulary).

3. develop the use of appropriate conventions of spoken language (such as pronunciation and vocabulary).

SAMPLE PROGRESS INDICATORS. All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example, students will

1. generate word lists from advertisements, books, bumper stickers or magazines, and then in small groups classify the words (such as similarities in structure, or parts of speech).

2. write student-generated sentences on the chalkboard and as a class correct conventions such as, grammar, punctuation, capitalization, and spelling.

3. revise and edit their own pieces of writing in a writers' workshop setting.

STANDARD II. APPRECIATION

GOAL II A. All students will value language arts.

PERFORMANCE OBJECTIVES. All students will

1. view, read, speak, listen, and write many forms of language.

2. use language arts to contribute to society as caring, responsible citizens.

3. listen to, read, and view an abundance of traditional, classical and current children's literature.

4. listen to, read, view and express reaction to literature, film, drama, and video.

5. acknowledge language variety as an element of cultural heritage.

6. write to communicate.

SAMPLE PROGRESS INDICATORS. All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example, students will

1. use a desktop publishing program to create a class newspaper.

2. write a letter to the editor regarding a local issue.

GOAL II B. All students will appreciate and enjoy oral, visual, and written language arts in a variety of forms and contexts.

PERFORMANCE OBJECTIVES. All students will

1. self-select literature according to own interests.

2. read for recreational purposes.

3. experience and use writing as a form of communication.

4. appreciate language in a variety of contexts.

SAMPLE PROGRESS INDICATORS. All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example, students will

1. select a piece of literature and creatively interest others in reading it.

2. keep an on-going list of books read to show both variety and interest.

3. participate in word-play (such as jokes, puns and riddles).

STANDARD III. APPLICATION AND INTEGRATION

GOAL III A. All students will use oral, visual and written language to find, interpret and apply information in all contexts.

PERFORMANCE OBJECTIVES. All students will use oral, visual and written language to

1. locate and gather information from school and community resources.

2. organize and interpret information (e.g. mapping, graphing, note taking, and recording).

3. integrate and apply information (such as form hypotheses, write reports, and create visual aids for reporting purposes).

SAMPLE PROGRESS INDICATORS. All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example, students will

1. develop a brochure for a self-guided tour of the local airport. Activities may include interviewing employees, notetaking, letter writing, and researching.

2. record the temperature on a daily graph to compare days and months throughout the year.

3. survey each other about lunch preferences, then create their own lunch menu.

GOAL III B. All students will use oral, visual and written language to solve problems and think critically.

PERFORMANCE OBJECTIVES. All students will use oral, visual and written language to

1. identify problems.

2. use critical thinking skills (such as brainstorming, clustering, and predicting) to solve problems.

3. recognize and use the variety of resources available for problem solving (such as audio/video tapes, literature, magazines, and databases).

SAMPLE PROGRESS INDICATORS. All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example, students will

1. identify a community problem and write letters to the editor or to local government officials concerning this problem.

2. identify school problems, form small groups to discuss and brainstorm solutions, then present their ideas to the building principal.

FOURTH GRADE

STANDARD I. COMMUNICATION

GOAL I A. All students will communicate effectively as readers, speakers, writers, listeners, and viewers.

PERFORMANCE OBJECTIVES. All students will demonstrate developmentally appropriate

1. reading skills and behaviors (such as read orally to develop fluency and confidence, read to gather and interpret information, and read for a variety of purposes).

2. speaking skills and behaviors (such as storytelling, presenting information [reporting], public speaking, and participating in large and small group discussions).

3. writing skills and behaviors (such as writing for a variety of purposes and audiences, recording information, and refining skills and strategies used in a process approach to writing).

4. listening skills and behaviors (such as evaluating information, gathering information, and listening for information).

5. viewing skills and behaviors (such as gathering and interpreting information from a variety of visual resources and responding to visual stimuli).

6. use of technology to enhance language learning (such as refine computer skills and use a wide variety of technological resources).

SAMPLE PROGRESS INDICATOR. All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example, students will

1. collaboratively write, produce and videotape a news program containing new reports and features based on popular children's tales (such as "Shoe Found Following Disappearance of Mystery Princess," "Wolf Held in Pig Disappearance," and "Giant Beanstalk Sighted"). The news program can also contain similarly themed commercials, sports, and weather reports).

GOAL I B. All students will use the conventions of written and spoken language effectively.

PERFORMANCE OBJECTIVES. All students will

1. develop awareness of the conventions of written and spoken language.

2. develop the use of appropriate conventions of written language (such as grammar, punctuation, capitalization, spelling, handwriting, and vocabulary).

3. develop the use of appropriate conventions of spoken language (such as pronunciation and vocabulary).

SAMPLE PROGRESS INDICATORS. All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example, students will

1. identify misspelled words in their personal writing, and then use a variety of sources (such as dictionary, thesaurus, spell checker, ask someone) to determine correct spellings.

2. give clear, sequential directions to another student to complete a task (such as make a peanut butter sandwich, make a bed, serve a volley ball, groom a cat).

STANDARD II. APPRECIATION

GOAL II A. All students will value language arts.

PERFORMANCE OBJECTIVES. All students will

1. view, read, speak, listen and write many forms of language.

2. use language arts to contribute to society as caring, responsible citizens.

3. read, listen to and view an abundance of traditional, classical and current children's literature.

4. read, listen to, view, and express a reaction to literature, film, drama, and video.

5. acknowledge language variety (languages and dialects) as an element of cultural heritage.
6. experience and use writing as a form of communication.

SAMPLE PROGRESS INDICATORS. All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example, students will

1. interact through a peer-response journal. (A journal in which peers write to each other.)

2. orally present their written critique of a play, book, or videotape.

GOAL II B. All students will appreciate and enjoy oral, visual, and written language arts in a variety of forms and contexts.

PERFORMANCE OBJECTIVES. All students will

1. self-select literature according to own interests.

2. read for recreational purposes.

3. experience and use writing as a form of communication.

4. appreciate language in a variety of contexts.

SAMPLE PROGRESS INDICATORS. All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example, students will

1. write, produce, and present a short skit or advertisement for classmates.

2. participate in a home/school reading program.

3. participate in word play (such as jokes, puns and riddles).

STANDARD III. APPLICATION AND INTEGRATION

GOAL III A. All students will use oral, visual and written language to find, interpret and apply information in all contexts.

PERFORMANCE OBJECTIVES. All students will use oral, visual and written language to

1. locate and gather information from school and community resources.

2. organize and interpret information (such as mapping, graphing, reporting, interviewing, and note taking).

3. integrate and apply information (such as write a letter to a public official expressing an opinion or requesting additional information, and write an editorial).

SAMPLE PROGRESS INDICATORS. All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example, students will

1. research international holiday customs, then summarize and use the information to collaboratively plan an international holiday festival for the class.

2. write and give an oral report on a topic of interest or concern.

3. write a persuasive letter to the school principal requesting permission to. . .

GOAL III B. All students will use oral, visual and written language to solve problems and think critically.

PERFORMANCE OBJECTIVES. All students will use oral, visual and written language to

1. identify problems.

2. use critical thinking skills (such as brainstorming, clustering, predicting and analyzing) to solve problems.

3. recognize and use the variety of resources available for problem solving (such as literature, magazines, audio and video tapes, and databases).

SAMPLE PROGRESS INDICATORS. All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example, students will

1. discuss and write about the hardships endured by the Oregon Trail pioneers after reading from a variety of sources.

2. prepare a list of supplies needed for a journey along the Oregon Trail and classify them into categories based on their importance for survival.

3. use a variety of resources to create a relief map of Idaho and mark the Oregon Trail and alternate routes.

IDAHO 4TH GRADE BENCHMARKS

The Idaho 4th grade benchmarks require mastery of basic skills and subject knowledge. Students' proficiency in these benchmarks will be measured through a variety of tasks included in the Statewide Testing Program.

An Idaho 4th Grader

- **communicates effectively.**
- **uses knowledge, information, and technology effectively.**
- **solves problems.**
- **is creative and original.**
- **collaborates with others.**
- **determines quality.**
- **is a lifelong learner.**

What follows is a more complete statement of each benchmark and a list of traits which describe each benchmark in more detail.

1. **An Idaho 4th grader communicates effectively in written, oral and multimedia forms (such as audio and video recorded presentations; charts, graphs and visual aids; and computer enhanced presentations).**

   LIST OF TRAITS

   - Ideas and Content -- The communication is clear, focused, interesting, and appropriate for the audience. Details and anecdotes demonstrate a command of the subject.
   - Organization -- Communication is organized, and flows sequentially. The order, structure, and presentation are well organized and address issues in a clear and direct manner.
   - Voice -- The communication speaks appropriately and directly to the audience in a way that is individualistic, expressive and engaging.
   - Form -- The communication conveys the intended message in an interesting, precise, and natural way. Words, and visual aids are used appropriately to enhance the presentation.

- Fluency -- The elements of spoken communication (including pronunciation, enunciation, inflection, and projection) are developing.

- Conventions -- Written communication involves grammar, capitalization, punctuation, usage, spelling and paragraphing that enhances the overall quality of the communication. Errors tend to be few and minor so that the communication is not interrupted.

2. **An Idaho 4th grader locates, organizes and uses knowledge, information, and technology effectively.**

LIST OF TRAITS

- Reading -- Written information is read with accuracy and understanding.

- Active Listening -- Verbal information is understood by the listener and evaluated for consistency and new understanding. Appropriate feedback is given to the speaker via summary comments and appropriate questioning.

- Identification of Sources -- Sources of knowledge and information are identified and used efficiently. Information technology is used appropriately.

- Organization of Information -- Information and knowledge are employed. Clear criteria are employed to select relevant and accurate information and knowledge for presentation and use. Information is effectively organized using clear criteria to select materials.

3. **An Idaho 4th grader can identify and describe problems or issues and develops effective strategies for addressing those concerns.**

LIST OF TRAITS

- Presentation of Components -- The issue is clearly described, using figures, diagrams, or models as appropriate.

- Development and Implementation Strategies -- Alternative strategies for solving or addressing problems, issues or projects are identified.

- Verification of Results -- Results are related to prior knowledge and evaluated for reasonableness.

4. **An Idaho 4th grader demonstrates creativity and originality in the design, production, and presentation of activities.**

LIST OF TRAITS

- Creativity and Originality -- Innovative methods of design, production, and presentation are explored.

5. **An Idaho 4th grader critiques and evaluates the quality of work products and process.**

LIST OF TRAITS

- Group and Self-evaluation -- Individuals and groups are able to critique their own work and the work of others.
- Identification of Strengths -- Evidence of ability, talent, and knowledge are identified within the performance and related to previous performances.
- Identification of Weaknesses -- Areas for further improvement are identified and ideas for improvement are discussed.

6. **An Idaho 4th grader demonstrates the ability and skills to work collaboratively.**

LIST OF TRAITS

- Behavior -- Personal behavior in group activities is monitored and consideration for individual differences is demonstrated.
- Team Skills -- Active listening and participation skills are used in group activities.
- Provide Feedback -- Constructive comments on cooperative work are given and received.
- Group Functioning -- How the group does its work is assessed and managed. Conflict resolution skills are used to solve group problems.
- Ethnic and Racial Differences -- Learn to live in a changing society with mutual respect and appreciation for others.

7. **An Idaho 4th grader demonstrates characteristics of an effective lifelong learner.**

LIST OF TRAITS

- Vision -- Priorities and attainable goals are identified.
- Self-esteem -- A positive vision for self and others is developed. There is a positive desire to learn.
- Initiative and Perseverance -- The desire and ability to plan and implement project activity over time and to work through to the conclusion of the project is demonstrated.
- Responsibility -- Responsibility for own actions is assumed.
- Adaptability -- Changes and challenges encountered are dealt with in a positive way.
- Skills of Strategic Learner -- A variety of strategies for learning are explored.

IDAHO DIRECT WRITING ASSESSMENT 4TH GRADE SCORING STANDARD
(Implementation document)

General Description of Each level of Proficiency	4 Advanced Proficiency at Grade Level	3 Proficient at Grade Level
	A "4" paper is certainly not perfect, but it is an engaging piece of writing. A "4" paper demonstrates that the writer has clearly defined knowledge of writing. The paper is clear, concise, and uniquely developed. The writer uses language above grade level. A score of "4" indicates the student's writing for that day and prompt demonstrates advanced proficiency for grade level.	A "3" paper demonstrates that the writer has clearly defined knowledge of writing. The paper is clear, concise, and easy to understand. The writer uses age-appropriate language. A score of "3" indicates that the student's writing for that day and prompt demonstrates proficiency at grade level.
FOCUSING ON THREE FEATURES	**"4" papers will exhibit <u>MOST</u> of the traits listed below.**	**"3" papers will exhibit <u>MOST</u> of the traits listed below.**
<u>Audience, Content and Organization</u> These features are the most important. Effective writing adapts to the audience and purpose for which it is written. Effective writing is interesting, organized and informative.	• topic uniquely developed • ideas expressed in a well-developed manner • highly interesting to the reader • higher level knowledge of topic • effective introduction and conclusion • many supporting details and examples • purpose is clear	• topic developed and elaborated • ideas expressed clearly • easy to read and follow by reader • knowledge of topic obvious • introduction and conclusion exist • complete, clear, concise thoughts • purpose is clear
<u>Tone/Voice/Style/Mood/Persona</u> Effective writing holds the reader's attention through use of appropriate vocabulary. Descriptive and figurative language makes writing unique by creating mood and feeling for the reader.	• unique and interesting vocabulary • keeps reader's attention • figurative language: similes, metaphors • writer uses a vibrant and consistent voice	• use of appropriate vocabulary • catches readers attention • some descriptive language
<u>Mechanics and Usage/Sentence Fluency</u> No one expects a composition drafted and written in 60 minutes to be perfect in its usage, mechanics, and sentence structure. However, at the 4th grade we do expect students to achieve a level of standard written English that demonstrates some mastery of the following: spelling, capitalization, punctuation, subject-verb agreement and sentences that are grammatically correct.	• minimal surface errors (such as spelling, punctuation, capitalization, indentation) • appropriate paragraphing • well developed, varied sentences	• surface errors (such as spelling, punctuation, capitalization, and indentation) do not detract from the readability and meaning. • few subject/verb agreement problems • most sentences begin differently

IDAHO DIRECT WRITING ASSESSMENT 4TH GRADE SCORING STANDARD
(Implementation document)

General Description of Each Level of Proficiency	2 Developing Toward Proficiency at Grade Level	1 Minimum Development Toward Proficiency at Grade Level	NS NOT SCORABLE
	A "2" paper demonstrates that the writer is on the way to developing proficiency in writing, but is not there yet. The writer displays a simplistic approach and lacks understanding of composition as a concept. At times it may be difficult to understand the point that the writer is trying to make. A score of "2" indicates that the student's writing for that day and prompt is developing toward grade level, but is not yet proficient at grade level.	A "1" paper demonstrates that the writer has minimal understanding of writing. The paper is confusing or unclear. A score of "1" indicates that the student's writing for that day and prompt shows minimum development toward proficiency at grade level.	An "NS" is given to papers that are • blank. • written in a language other than standard English. [This is an assessment of the written English language.]
FOCUSING ON THREE FEATURES	"2" PAPERS WILL EXHIBIT MOST OF THE TRAITS LISTED BELOW.	"1" PAPERS WILL EXHIBIT MOST OF THE TRAITS LISTED BELOW.	• not written in blue or black ink.
Audience, Content and Organization **(most important features)**	• limited organization • difficult to follow meaning • limited knowledge of topic • weak introduction and conclusion • purpose is evident but lacks development through details and examples	• no organization apparent • confusing to the reader • topic is unclear • introduction and conclusion are not apparent • purpose is not evident • undeveloped thoughts and ideas	• written in a form other than the form specified in the prompt. • impossible to read because of illegible handwriting (such as scribbles, pictures, or doodles).
Tone/Voice/Style/ Mood/Persona	• limited vocabulary • lacks descriptive language • repetitive word choice	• poor use of vocabulary • lack of readability • lack of voice	• not written on the specified topic.
Mechanics and Usage/Sentence Fluency	• surface errors (such as spelling, punctuation, capitalization, and indentation) hinder the readability and meaning • choppy non-flowing sentences • repeated words or phrases • incomplete or run-on sentences • subject/verb agreement problems • improper word order • similar sentence beginnings	• surface errors (such as spelling, punctuation, capitalization and indentation) greatly hinder or hide the readability and meaning • little or no grasp of letter-word relationships • lacks sentence structure	

4TH GRADE READING PERFORMANCE ASSESSMENT SCORING STANDARD

ADVANCED PROFICIENCY AT GRADE LEVEL

Using 4th grade level materials, the student

- shows advanced understanding of text at literal, abstract, and inferential levels
- extends ideas of text by making thoughtful inferences, drawing thorough conclusions, making extensive connections to own experiences and to the world
- identifies and analyzes devices authors use in composing text
- adapts rate and flexibility according to purpose and reading material
- reads and follows complicated directions
- sustains reading interest in advanced material
- synthesizes, analyzes, and evaluates material from one source and applies it to another
- accurately interprets and integrates maps, charts, graphs, and tables
- appreciates reading as a pleasureable recreational activity
- uses context, syntax, and word identification strategies to understand and integrate new vocabulary
- identifies and uses extensive reference sources to solve problems and locate information

PROFICIENT AT GRADE LEVEL

Using 4th grade level materials, the student

- shows overall understanding of text at literal and inferential levels
- extends ideas of text by making clear inferences, drawing conclusions, making connections to own experiences
- identifies devices authors use in composing text
- adapts rate and flexibility according to purpose and reading material
- reads and follows directions
- sustains reading interest
- uses material from one source and applies it to another
- accurately interprets maps, charts, graphs, and tables
- appreciates reading as a pleasureable recreational activity
- uses context, syntax, and word identification strategies to understand new vocabulary
- identifies and uses reference sources to solve problems and locate information

DRAFT

DEVELOPING TOWARD PROFICIENCY

Using 4th grade level materials, the student

- shows limited understanding of text at literal and inferential levels
- identifies ideas from text at a minimal level by making clear inferences, drawing conclusions, making connections to own experiences
- identifies some devices authors use in composing text
- demonstrates basic ability to adapt rate and flexibility according to purpose and reading material
- does not always read and follow directions adequately
- sustains reading interest at a minimal level
- finds it difficult to use material from one source and apply it to another
- interprets maps, charts, graphs, and tables with difficulty
- shows limited appreciation of reading as a pleasureable recreational activity
- uses limited context, syntax, and word identification strategies to understand new vocabulary
- uses minimal reference sources to solve problems and locate information

MINIMUM DEVELOPMENT TOWARD PROFICIENCY

Using 4th grade level materials, the student

- lacks understanding of text at literal and inferential levels
- does not demonstrate ability to make inferences, draw conclusions, make connections to own experiences
- does not adapt rate and flexibility according to purpose and reading material
- reads and follows directions inaccurately
- does not sustain reading interest
- finds it difficult to use material from one source and apply it to another
- interprets maps, charts, graphs, and tables inadequately
- does not appreciate reading as a pleasureable recreational activity
- does not use context, syntax, and word identification strategies to understand new vocabulary
- uses inadequate or no reference sources to solve problems and locate information

DRAFT

INTRODUCTION TO 5 - 8 ENGLISH LANGUAGE ARTS

Learners in grades five through eight represent the most diverse group of students at any level of schooling. These students are at a transitional period in their physical, social and intellectual maturity. An effective language arts curriculum features a balanced program focusing on personal development, basic skills for continuous learning, knowledge to build social competence, and higher level thinking.

Students in grades five through eight display a range of academic skills and abilities and require a variety of approaches and materials. These students vary in development from the concrete-manipulation stage to the abstract stage. Consequently, this framework is designed to meet students at their own intellectual levels, providing them with opportunities to build on past experiences. Activities in both formal and informal situations are provided to improve reasoning.

Learners in grades five through eight prefer active over passive learning and prefer interaction with peers during learning. Therefore, physical movement is encouraged through small group discussions, learning centers, and creative dramatics. Because these students exhibit a strong willingness to learn things they consider to be relevant, an effective language arts program addresses real-life issues and incorporates content from all subject areas. Likewise, reading and writing strategies should be taught and practiced in all subject areas.

At this level, students desire direction and structure but reserve the right to question or reject suggestions from adults. Opportunities should be provided for students to explore options, make choices, and accept responsibility. Students need assistance in establishing and achieving realistic goals.

Students in these grades are coping with physical changes, striving for independence, and learning new ways of thinking. Activities designed to help students explore these changes are encouraged. Students need numerous opportunities in which they express themselves by writing, viewing, reading, speaking, and listening. Every effort should be made for students to experience frequent success and recognition for personal efforts and achievements. A general atmosphere of friendliness, mutual concern, and group cohesiveness guides effective language arts program in grades five through eight.

5 - 8 ENGLISH LANGUAGE ARTS DEFINED

English language arts consists of five components: reading, writing, speaking, listening and viewing. These components should not be taught nor should they be learned in isolation. Ability in one of the language arts influences ability in the others; instruction in one affects learning in the others; exposure in one promotes growth in the others.

A 5-8 English language arts curriculum provides situations in which all students regardless of ethnicity, socio-economic status, language dominance, or competence may progress in their language development. An integrated language arts curriculum is based on the concept that language is student-centered, literature- and activity-based, context- and writing-rich, talk-focused, and parent-involved.

Since it is essential that all students learn to apply, analyze, synthesize, and evaluate in each of the critical components (reading, writing, speaking, listening and viewing), sample progress indicators which enhance higher level cognitive skills are, therefore, included throughout this guide and framework.

The following explanations are intended to further enhance understanding of the five components of 5-8 English language arts:

1. READING

Reading is a meaning-making process that requires the integration of the reader's background knowledge with a number of information sources such as word meanings, letter-sound relationships, and sentence and text structure. Reading is not a discrete skill apart from the other language arts (listening, speaking, viewing, and writing) but is one part of that language picture. Reading is best taught in contexts meaningful to students. The broad goal of reading instruction is to assist students to become thoughtful and reflective comprehenders of poetic, narrative, expository, and persuasive text.

2. WRITING

Writing is a tool for learning, discovering, communicating, recording, and understanding in all curriculum areas. While writing focuses thinking and assists intellectual growth, it is also a way to practice and learn spelling, punctuation, grammatical conventions, and handwriting. In addition, writing is an expressive activity. Its form and function depend upon its purpose and audience. The teaching of writing should be fully integrated with listening, speaking, reading and viewing. The broad goal of writing instruction is to assist students to become thoughtful and reflective producers of poetic, narrative, expository, and persuasive text.

3. SPEAKING

Speaking is a means of communicating, expressing, and understanding information. 5-8 English language arts instruction should offer a variety of informal and formal speaking opportunities. The broad goal of speaking instruction is to assist students to become thoughtful and reflective producers of poetic, narrative, expository, and persuasive speech.

4. LISTENING

Listening is an integral part of the language arts. Beginning in infancy students hear the richness and power of language through listening in both formal and informal situations. Active listening is an important communication skill. Effective listening provides background information that makes effective reading, speaking, viewing, writing and thinking possible. Therefore, it is vital that students learn how to listen critically. The broad goal of listening instruction is to assist students to become thoughtful and reflective comprehenders of poetic, narrative, conversive, expository, and persuasive speech.

5. VIEWING

Viewing is the process through which students are able to interpret, organize, and evaluate visual presentations such as videos, films, charts, art, diagrams, photographs, maps, signs, symbols, hypertext, and advertisements. Critical viewing skills will provide the student with the ability to distinguish between fact and fiction in all forms of visual materials, to understand the differences between electronic and print media, and to enrich their language skills. The broad goal of viewing instruction is to assist students to become thoughtful and reflective comprehenders and producers of poetic, narrative, expository, and persuasive visual text found in film, television, computers and other media such as magazines and advertising. A 5-8 English language arts program should include viewing instruction as a part of total communication.

FIFTH GRADE

STANDARD I. COMMUNICATION

GOAL I A. All students will communicate effectively in reading, speaking, writing, listening, and viewing.

PERFORMANCE OBJECTIVES. All students will

1. share orally and in writing personal experiences, ideas, and opinions for the purpose of informing.
2. listen to gain information, evaluate, and make a response.
3. write to develop fluency and confidence.
4. gather, record, and organize information to report orally and in writing.
5. create expressive prose and poetry.
6. write responses to literature.
7. practice writing process strategies and skills (such as pre-write, write, revise, edit, and publish).
8. write for a variety of audiences and situations.
9. write a variety of forms (such as letters, essays, poetry, learning logs, stories, and reports).
10. use technology such as computers, computerized instruction, CD-ROMs, video cameras, and desktop publishing.

SAMPLE PROGRESS INDICATORS. All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example, students will

1. use a spider outline or webbing as a brainstorming activity for prewriting.
2. use content from math, science, or social studies to gather information, organize the information, write and present report.
3. write the directions for making or doing something, like a peanut butter sandwich. Exchange papers with another student and follow the directions.
4. make a portfolio of writing which reflects the student's development as a writer.

GOAL I B. All students will use the conventions of written and spoken language effectively.

PERFORMANCE OBJECTIVES. All students will

1. demonstrate standard English in both oral and written communication.
2. use correct punctuation, spelling, and capitalization.
3. apply various strategies for editing and revising including peer editing.
4. expand spoken and written vocabulary.
5. use legible handwriting.
6. use technology (such as word processors, computers, spell checkers, on-line data bases, CD-ROMs and laser disks) in all aspects of the writing process.
7. distinguish among various styles of writing.
8. identify and use writing and speaking appropriate for audience and purpose.

SAMPLE PROGRESS INDICATORS. All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example, students will

1. write and perform a story in first person narrative about an historical figure from social studies.
2. use print (dictionaries, thesauruses) and technology (computers, word checkers) to work with a partner to identify and fix the mechanical errors in an unedited piece of writing.
3. prepare a piece of writing for publication.

STANDARD II. APPRECIATION

GOAL II A. All students will value language arts.

PERFORMANCE OBJECTIVES. All students will

1. read, listen to and evaluate literature from a variety of genres, authors, ethnic and racial backgrounds.
2. demonstrate knowledge of individuals, cultures, and customs reflected in literature.
3. acknowledge language variety as an element of cultural heritage.
4. develop lifelong reading habits.
5. recognize that language skills are important for self-expression and conflict resolution.
6. increase self-esteem through success in reading and writing.
7. listen to speakers from other ethnic and racial backgrounds.
8. listen to and read an abundance of traditional, classical, and contemporary literature.
9. view, listen to, perform, read, and discuss dramatic forms of language.
10. share and discuss independent reading with others.

SAMPLE PROGRESS INDICATORS. All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example, students will

1. use literature to understand diverse racial and ethnic backgrounds. For example, read *Sadako and the 1000 Paper Cranes*. Identify, describe, and contrast Japanese customs that are different from their own.
2. identify strengths and weaknesses in reading and keep a record of the categories of reading choices.

GOAL II B. All students will appreciate and enjoy oral, visual, and written language arts in a variety of forms and contexts.

PERFORMANCE OBJECTIVES. All students will

1. engage in verbal play including jokes, puns, and alliterations.
2. participate in discussions, storytellings, conversations, public speaking, and interviews.
3. self select reading materials for pleasure and exploration in free time.

SAMPLE PROGRESS INDICATORS. All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example, students will

1. write an *Amelia Bedelia*-type story to share with younger readers.
2. using "Peter Piper picked a peck of pickled peppers" as a model, write an original alliteration.
3. perform readers' theater from a text.
4. write, plan, prepare, and present a puppet show based on a primary level book.
5. self-select appropriate recreational reading materials based on interests and abilities.

STANDARD III. APPLICATION/INTEGRATION

GOAL III A. All students will use oral, visual, and written language to find, interpret, and apply information in all contexts.

PERFORMANCE OBJECTIVES. All students will

1. identify story elements such a setting, characters, plot, point of view, theme, and foreshadowing.
2. identify written information as fact or opinion.
3. compare and contrast new information to previous knowledge and experiences.
4. identify main idea and supportive details in written information.

5. summarize written information.

6. interpret and use figurative language such as metaphors and similes.

7. identify and explain cause and effect relationships.

8. draw conclusions and predict outcomes.

9. respond to literature from a personal perspective.

SAMPLE PROGRESS INDICATORS. All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example, students will

1. brainstorm what they know about early explorers, identify what they want/need to know, and use resources to find the information; this could be a group project.

2. use reference materials to identify endangered and non-endangered species. Develop a survey to assess whether people know which animals are endangered. Collect and organize the data using a graph or table. Present the information using print, video, or oral format.

3. predict what they will learn from a chapter of a book and write questions that they anticipate will be answered from looking at the vocabulary list, bold-print words, pictures and captions.

4. write a six entry journal that might have been kept by an early Jamestown resident.

GOAL III B. All students will use oral, visual, and written language to solve problems and think critically.

PERFORMANCE OBJECTIVES. All students will

1. use a variety of problem solving strategies (based on the strategies developed through mathematics) such as make a list, work backwards, draw a picture or a diagram, look for patterns, dramatize, predict, and brainstorm. (Refer to the Mathematics Curriculum Framework for a more comprehensive discussion of problem solving strategies.)

2. use active reader behaviors to increase comprehension (such as identify the cast of characters, predict outcomes, look for cause and effect, ask questions and seek answers, jump back and forth, and apply to their own experiences).

3. recognize the variety of materials available to help solve problems in discovering content or communicating (such as literature, newspapers, magazines, maps, charts, graphs, tables, interviews, reference materials, CD-ROMs, and on-line data bases).

4. make content area information more meaningful through written experiences such as learning logs, response journals, and reaction papers (such as "What did I learn?" and "How did I learn it?").

5. adapt fluency, rate, and style of reading to the purpose and the content.

SAMPLE PROGRESS INDICATORS. All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example, students will

1. read a short story and write three questions that they have about the story. In a small group, they may collaborate on responses to those questions.

2. keep a learning log describing what they know and how they know it for a unit in science or social studies.

SIXTH GRADE

STANDARD I. COMMUNICATION

GOAL I A. All students will communicate effectively in reading, speaking, writing, listening, and viewing.

PERFORMANCE OBJECTIVES. All students will

1. share orally and in writing personal experiences, ideas, and opinions for the purpose of informing or persuading.
2. listen to gain information, evaluate, and make a response.
3. write to develop fluency and confidence.
4. gather, record, and organize information to report orally and in writing.
5. create expressive prose and poetry.
6. write responses to literature.
7. practice writing process (such as pre-write, write, revise, edit, and publish).
8. write for a variety of audiences and situations.
9. write a variety of forms (such as letters, essays, poetry, learning logs, stories, and reports).
10. use technology such as computers, computerized instruction, CD-ROMs, video cameras, and desktop publishing.

SAMPLE PROGRESS INDICATORS. All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example, students will

1. write to demonstrate prior knowledge of a given science or social studies topic.
2. write a persuasive letter to their parents.
3. write a set of directions for a task for a pre-school audience and then rewrite those directions for an adult audience.
4. write a short speech on a topic of concern from another content area and present the speech to a class.

5. make a portfolio of writing which reflects student growth in writing skills and styles.

GOAL I B. All students will use the conventions of written and spoken language effectively.

PERFORMANCE OBJECTIVES. All students will

1. demonstrate standard English in both oral and written communication.
2. use correct punctuation, spelling, and capitalization.
3. apply various strategies for editing and revising, including peer editing.
4. expand spoken and written vocabulary.
5. use legible handwriting.
6. use technology (such as word processors, computers, spell checkers, on-line data bases, CD-ROMs and laser disks) in all aspects of the writing process.
7. identify and use writing and speaking appropriate for audience and purpose.

SAMPLE PROGRESS INDICATORS. All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example, students will

1. use a thesaurus or synonym finder to expand vocabulary choices in a given piece of writing.
2. use spelling resources (such as technological, print, and people) to correct spelling in a piece of writing.
3. write poetry for publication.
4. write a dialogue to resolve a typical peer conflict.
5. problem solve an issue orally with another student in front of the class.

STANDARD II. APPRECIATION

GOAL II A. All students will value language arts.

PERFORMANCE OBJECTIVES. All students will

1. read, listen to, and evaluate literature from a variety of genres, authors, ethnic and racial backgrounds.

2. demonstrate knowledge of individuals, cultures, and customs reflected in literature.

3. acknowledge language variety as an element of cultural heritage.

4. listen to and read an abundance of traditional, classical, and contemporary literature.

5. share and discuss independent reading with others.

6. recognize that language skills are important for self-expression and conflict resolution.

7. view, listen to, perform, read, and discuss dramatic forms of literature.

8. develop lifelong reading habits.

SAMPLE PROGRESS INDICATORS. All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example, students will

1. self-evaluate strengths and weaknesses in reading and keep a record of the categories of reading choices.

2. share with others information about customs discovered while reading about different ethnic and racial groups.

GOAL II B. All students will appreciate and enjoy oral, visual, and written language arts in a variety of forms and contexts.

PERFORMANCE OBJECTIVES. All students will

1. participate in discussions, storytelling, conversations, public speaking, and interviews.

2. engage in verbal play, including jokes, puns, and alliterations.

3. self-select reading materials for pleasure and exploration in free time.

SAMPLE PROGRESS INDICATORS. All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example, students will

1. perform readers' theater using literature.
2. create and perform an original tall tale with expression and enthusiasm.
3. write an original alliterative poem.
4. perform choral reading from poetry.
5. keep a book of drawings representing similes and metaphors (such as tall as a giraffe).
6. share their self-selected reading in small discussion groups based on topic or theme (such as survival, animal stories, mysteries, adventure, and biographies).
7. identify and express their emotions through poetry forms, such as haiku, diamente and ballads.

STANDARD III. APPLICATION/INTEGRATION

GOAL III A. All students will use oral, visual, and written language to find, interpret, and apply information in all contexts.

PERFORMANCE OBJECTIVES. All students will

1. identify story elements such as setting, characters, plot, point-of-view, theme and foreshadowing.
2. identify written information as fact or opinion.
3. compare and contrast new information to previous knowledge and experiences.
4. identify main idea and supportive details in written information.
5. summarize written information.
6. interpret and use figurative language such as metaphors and similes.
7. identify and explain cause and effect relationships.
8. draw conclusions and predict outcomes.
9. respond to literature from a personal perspective.

SAMPLE PROGRESS INDICATORS. All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example, students will

1. develop and conduct a survey of their classmates about their TV viewing habits. Organize and present their findings in a visual format.

2. make a collage or mobile representing the setting and characters of a book.

3. read newspaper articles for current events and summarize articles.

4. distinguish fact from opinion using a current events magazine or newspaper.

GOAL III B. All students will use oral, visual, and written language to solve problems and think critically.

PERFORMANCE OBJECTIVES. All students will

1. use a variety of problem solving strategies (based on the strategies developed through mathematics) such as make a list, work backwards, draw a picture or a diagram, look for patterns, eliminate possibilities, guess and check, dramatize, predict, and brainstorm. (For a more complete discussion of problem solving strategies, review the Mathematics Curriculum Framework.)

2. use active reader behaviors to increase comprehension (such as identify the cast of characters, predict outcomes, look for cause and effect, ask questions and seek answers, jump back and forth, and apply to personal experiences).

3. recognize the variety of materials available to help solve problems in research (such as literature, newspapers, magazines, maps, charts, graphs, tables, interviews, reference materials, CD-ROMs, and on-line data bases).

4. make content area information more meaningful through written experiences such as learning logs, response journals, and reaction papers (such as "What did I learn?" and "How did I learn it?").

5. adapt fluency, rate, and style of reading to the purpose and the content.

SAMPLE PROGRESS INDICATORS. All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example, students will

1. use a graphic organizer to compare and contrast different types of rocks, plants or insects.

2. interview the cafeteria staff and read the nutrition guidelines to write a report on school lunch menus.

3. create their own problem for the class to solve. Work in small groups and demonstrate several problem-solving strategies to arrive at a solution.

SEVENTH GRADE

STANDARD I. COMMUNICATION

GOAL I A. All students will communicate effectively in reading, speaking, writing, listening, and viewing.

PERFORMANCE OBJECTIVES. All students will

1. share orally and in writing personal experiences, ideas, and opinions for the purpose of informing or persuading.
2. listen to gain information, evaluate and make a response.
3. write to develop fluency and confidence.
4. gather, record, and organize information to report orally and in writing.
5. create expressive prose and poetry.
6. write responses to literature.
7. practice writing process strategies and skills (such as pre-write, write, revise, edit, and publish).
8. write for a variety of audiences and situations.
9. write a variety of forms (such as letters, essays, poetry, learning logs, stories and reports).
10. use technology such as computers, computerized instruction, CD-ROMs, video cameras, and desktop publishing.

SAMPLE PROGRESS INDICATORS. All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example, students will

1. write a letter to a public official about a current issue.
2. with a peer, read, discuss, and respond to each other's writing.
3. develop, write, and conduct a survey about a school related issue and report findings.
4. collect writing in a portfolio to reflect student growth in writing skills and styles.

GOAL I B. All students will use the conventions of written and spoken language effectively.

PERFORMANCE OBJECTIVES. All students will

1. demonstrate standard English in oral and written communication.
2. use correct punctuation, spelling, and capitalization.
3. apply various strategies for editing and revising, including peer editing.
4. expand spoken and written vocabulary.
5. use legible handwriting.
6. use technology (such as computers, word processors, spell checkers, CD-ROMs, on-line data bases and laser disks) in all aspects of the writing process.
7. distinguish among various styles of writing.
8. identify and use writing and speaking appropriate for audience and purpose.

SAMPLE PROGRESS INDICATORS. All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example, students will

1. write a new story ending or an insert, maintaining the author's style and voice.
2. peer edit several pieces of writing.
3. given the local newspaper, identify editing errors in various articles and create an original work using corrected sentences, phrases or words.
4. write a narrative describing their life cycle as a metamorphic, sedimentary, or igneous rock.
5. write journal entries as if they were a resident of a country they are studying.

STANDARD II. APPRECIATION

GOAL II A. All students will value language arts.

PERFORMANCE OBJECTIVES. All students will

1. read, listen and evaluate literature from a variety of genres, authors, ethnic, and racial backgrounds.
2. demonstrate knowledge of individuals, cultures, and customs reflected in literature.
3. acknowledge language variety as an element of cultural heritage.
4. develop lifelong reading habits.
5. read and listen to literature in which linguistic, and ethnic and racial differences are addressed.
6. describe, interpret, analyze, and evaluate visual information from a variety of media.
7. share and discuss independent reading with others.
8. recognize that language skills are important for self-expression and conflict resolution.
9. learn to appreciate literature through listening and performance activities.
10. listen to and read an abundance of traditional, classical, and contemporary literature.

SAMPLE PROGRESS INDICATORS. All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example, students will

1. in small groups write scripts to resolve a real life middle school conflict and perform scripts for the class.
2. identify strengths, weaknesses, and growth in writing and keep examples of works in various forms in a portfolio.
3. after reading and discussing fables from diverse ethnic and racial groups write an original fable.

GOAL II B. All students will appreciate and enjoy oral, visual, and written language arts in a variety of forms and contexts.

PERFORMANCE OBJECTIVES. All students will

1. view and participate in dramatic and musical productions.
2. read for pleasure and exploration in free time.
3. engage in verbal play, including jokes, puns, and alliterations.
4. participate in discussions, story telling, conversations, public speaking and interviews.

SAMPLE PROGRESS INDICATORS. All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example, students will

1. interview and introduce a classmate or a character selected from a book.
2. select, prepare, and read a piece of literature to an audience.
3. develop an oral presentation to convince others to read a book, to visit a particular country, or to join an environmental group.

STANDARD III. APPLICATION/INTEGRATION

GOAL III A. All students will use oral, visual, and written language to find, interpret, and apply information in all contexts.

PERFORMANCE OBJECTIVES. All students will

1. identify story elements such as setting, characters, plot, point of view, theme, and foreshadowing.
2. identify written information as fact or opinion.
3. compare and contrast new information with previous knowledge and experiences.
4. identify and demonstrate main idea and supportive details in written information.
5. summarize written information.
6. interpret and use figurative language such as metaphors and similes.

7. identify and explain cause and effect relationships.

8. draw conclusions and predict outcomes.

9. respond to literature from a personal perspective.

SAMPLE PROGRESS INDICATORS. All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example, students will

1. using a character from literature or an individual from history, complete a graphic organizer detailing the ways an author develops a character: what the character looks like, does, says, thinks, and what others say about the character.

2. select a theme (such as friendship, conflict, or growing older) from a book they have read and locate a related article in a magazine. Compare and contrast the book and the magazine article and write a summary statement.

GOAL III B. All students will use oral, visual, and written language to solve problems and think critically.

PERFORMANCE OBJECTIVES. All students will

1. read critically to identify bias and propaganda.

2. draw inferences based on mood and tone -- "read between the lines."

3. use a variety of problem solving strategies (based on the strategies developed through mathematics) such as make a list, work backwards, draw a picture or a diagram, look for patterns, dramatize, predict, and brainstorm.

4. use active reader behaviors to increase comprehension (such as identify the cast of characters, predict outcomes, look for cause and effect, ask questions and seek answers, jump back and forth, and apply to their own experiences).

5. recognize the variety of materials available to help solve problems in discovering content or in communicating (such as literature, newspapers, magazines, maps, charts, graphs, tables, interviews, reference materials, CD-ROMs, and on-line data bases).

6. make content area information more meaningful through written experiences such as learning logs, response journals, and reaction papers (such as "What did I learn?" and "How did I learn it?").

7. adapt fluency, rate, and style of reading to the purpose and the content.

SAMPLE PROGRESS INDICATORS. All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example, students will

1. identify propaganda techniques in a variety of advertisements. Write an advertisement and produce it using visual, electronic, or other media.

2. research brands of CD players to identify the best brands for the money.

3. keep a response journal while reading a novel. Relate the book to personal experience.

EIGHTH GRADE

STANDARD I. COMMUNICATION

GOAL I A. All students will communicate effectively in reading, speaking, writing, listening, and viewing.

PERFORMANCE OBJECTIVES. All students will

1. share orally and in writing personal experiences, ideas, and opinions for the purpose of informing or persuading.
2. listen to gain information, evaluate, and make a response.
3. write to develop fluency and confidence.
4. gather, record, and organize information to report orally and in writing.
5. create expressive prose and poetry.
6. write responses to literature.
7. practice writing process strategies and skills (such as pre-write, write, revise, edit, and publish).
8. write for a variety of audiences and situations.
9. write a variety of forms (such as letters, essays, poetry, learning logs, stories, and reports).
10. use technology such as computers, computerized instruction, CD-ROMs, video cameras, and desktop publishing.

SAMPLE PROGRESS INDICATORS. All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example, students will

1. identify someone in a career of interest. Interview him or her and report findings.
2. prepare a piece of writing for publication.
3. use a piece of literature, such as Shirley Jackson's "Charles." Practice using voice by writing letters from the perspective of three different characters in the story.
4. collect writing in a portfolio which reflects student growth in writing skill and variety of style.

GOAL I B. All students will use the conventions of written and spoken language effectively.

PERFORMANCE OBJECTIVES. All students will

1. demonstrate standard English in oral and written communication.
2. use correct punctuation, spelling, and capitalization.
3. apply various strategies for editing and revising, including peer editing.
4. expand spoken and written vocabulary.
5. use legible handwriting.
6. use technology (such as computers, word processors, spell checkers, CD-ROMs, on-line data bases and laser disks) in all aspects of the writing process.
7. distinguish among various styles of writing.
8. identify and use writing and speaking appropriate for audience and purpose.

SAMPLE PROGRESS INDICATORS. All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example, students will

1. using a scoring standard, holistically evaluate past range finder papers from the Idaho Direct Writing Assessment. Then, using the same scoring standard, evaluate their own writing.
2. given a rough draft, use available resources (technology, print, and people) to revise and edit. Discuss and compare the product with others in the class.
3. demonstrate the different conventions of oral language by describing an event at school to two audiences. For example, demonstrate for the class how they recount the activities at a football game to a friend and then to an older relative.
4. Prepare a piece of writing for publication.

STANDARD II. APPRECIATION

GOAL II A. All students will value language arts.

PERFORMANCE OBJECTIVES. All students will

1. read, listen to, and evaluate literature from a variety of genres, authors, ethnic and racial backgrounds.
2. demonstrate knowledge of individuals, cultures, and customs reflected in literature.
3. acknowledge language variety as an element of cultural heritage.
4. develop lifelong reading habits.
5. read and listen to literature in which linguistic, racial and ethnic differences are addressed.
6. describe, interpret, analyze, and evaluate visual information from a variety of media.
7. recognize that language skills are important for self-expression and conflict resolution.
8. listen to and read an abundance of traditional, classical, and contemporary literature.
9. share and discuss independent reading with others.
10. learn to appreciate literature through listening and performance activities.

SAMPLE PROGRESS INDICATORS. All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example, students will

1. write scripts to resolve conflict given a real-life, middle school scenario.
2. read a collection of stories or books about families from other ethnic or racial backgrounds. Write about a family member from a particular ethnic or racial background.
3. study a variety of racial or ethnic celebrations. For example, after reading *The Diary of Anne Frank*, study and write about Hanukkah.

GOAL II B. All students will appreciate and enjoy oral, visual, and written language arts in a variety of forms and contexts.

PERFORMANCE OBJECTIVES. All students will

1. view and participate in dramatic or musical productions.
2. read for pleasure.
3. learn to appreciate literature through listening and performance activities.
4. engage in verbal play, jokes, puns and alliterations.
5. participate in discussions, story telling, conversations, public speaking, and interviews.

SAMPLE PROGRESS INDICATORS. All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example, students will

1. establish criteria and review a movie or dramatic performance.
2. borrow an author's form or structure to write an original poem or song (copy change).
3. write and perform a dialogue based on a segment from a book.
4. develop an oral presentation to convince others to read a book.

STANDARD III. APPLICATION/INTEGRATION

GOAL III A. All students will use oral, visual, and written language to find, interpret, and apply information in all contexts.

PERFORMANCE OBJECTIVES. All students will

1. identify story elements such as setting, characters, plot, point of view, theme, and foreshadowing.
2. identify written information as fact or opinion.
3. compare and contrast new information with previous knowledge and experiences.
4. identify main ideas and supportive details in written information.

5. summarize written information.

6. interpret and use figurative language such as metaphors and similes

7. identify and explain cause and effect relationships.

8. draw conclusions and predict outcomes.

9. respond to literature from a personal perspective.

SAMPLE PROGRESS INDICATORS. All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example, students will

1. research and present an issue or a topic using *The Diary of Anne Frank* and historical reference materials from that period of time.

2. research and conduct a discussion about how physically or educationally impaired individuals are included in our society.

GOAL III B. All students will use oral, visual, and written language to solve problems and think critically.

PERFORMANCE OBJECTIVES. All students will

1. read critically to identify bias and propaganda.

2. draw inferences based on mood and tone--"read between the lines."

3. use a variety of problem solving strategies (based on the strategies developed through mathematics) such as make a list, work backwards, draw a picture or a diagram, look for patterns, dramatize, predict, and brainstorm.

4. use active reader behaviors in increase comprehension (such as identify the cast of characters, predict outcomes, look for cause and effect, ask questions and seek answers, jump back and forth, and apply to personal experiences).

5. recognize the variety of materials available to help solve problems in discovering content or in communicating (such as literature, newspapers, magazines, maps, charts, graphs, tables, interviews, reference materials, CD-ROMs, and on-line data bases).

6. make content area information more meaningful through written experiences such as learning logs, response journals, and reaction papers (such as "What did I learn?" and "How did I learn it?").

7. adapt fluency, rate, and style of reading to the purpose and the content.

SAMPLE PROGRESS INDICATORS. All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example, students will

1. identify and describe patterns in self-selection for recreational reading; note areas of omission.

2. create an artistic invitation to a party for a character in a book. Base the invitation on the theme, setting, and plot of the book. Also write an analysis of the character's motives, hobbies, feelings, and relationships.

IDAHO 8TH GRADE BENCHMARKS

The Idaho 8th grade benchmarks for 8th graders are intended to reflect the core of instruction and to apply across curriculum content areas. They demand mastery and the integrated application of basic skills and content. The assessment of these benchmarks will be included in the Statewide Testing Program. Students will be asked to demonstrate attainment of these benchmarks through specific performance tasks.

An Idaho 8th Grader

- **can communicate effectively.**
- **can access and organize knowledge, information, and technology effectively.**
- **can solve problems.**
- **can be creative and original.**
- **can determine quality.**
- **can be a collaborative worker.**
- **is an effective lifelong learner.**

In the following section, a more complete statement and a list of traits of a good performance of each benchmark are presented. The benchmarks are not independent from each other, but are qualities of skilled workers and competent and active citizens. High quality performance of a task is likely to depend on the demonstration of traits from the full set of benchmarks.

1. **An Idaho 8th grader can communicate effectively in written, oral and multi-media forms (including audio and video recorded presentations; charts, graphs and visual aids; and computer enhanced presentations).**

   LIST OF TRAITS

   - Ideas and Content -- Communication is clear, focused, and interesting. It is appropriate for the audience and holds their attention. Relevant anecdotes and details enrich the central theme and demonstrate an understanding of the content.

- Organization and Format -- Communication is organized; and the format of the presentation enhances the central idea or theme. The order, structure, and presentation are well organized and address issues in a clear and direct manner.

- Voice -- The communication speaks appropriately and directly to the audience in a way that is individualistic, expressive and engaging.

- Form of Presentation -- The communication conveys the intended message in an interesting, precise, and natural way. Words, models, and symbols are used appropriately to enhance the presentation.

- Fluency -- The communication has flow and rhythm. Elements of communication are significantly developed and consistent.

- Conventions -- The communication involves all of the conventions of written and oral language that enhance the overall quality of the presentation.

2. **An Idaho 8th grader can access and organize knowledge, information, and technology effectively.**

LIST OF TRAITS

- Reading -- Written information is read with accuracy and understanding.

- Active Listening -- Verbal information is understood by the listener and evaluated for consistency and new understanding. Appropriate feedback is given to the speaker via summary comments and appropriate questioning.

- Sources of Knowledge and Information -- Relevant, comprehensive, and appropriate sources of content knowledge and information are identified and used in an efficient manner. Information technology is used in appropriate ways.

- Organization of Knowledge and Information -- Effective organization of knowledge and information is employed to enhance presentation and use. Clear criteria are employed to select relevant and accurate knowledge and information for presentation and use.

3. **An Idaho 8th grader can identify and describe problems, issues or projects and use knowledge, information, and technology to develop strategies for addressing and/or solving problems, issues or projects.**

LIST OF TRAITS

- Awareness and Identification -- Problems, issues or projects are clearly identified and understood.
- Components -- The components of problems, issues, or projects are presented using student and technologically generated figures, diagrams, maps, models, and other appropriate media.
- Development and Implementation Strategies -- Strategies for solving or addressing problems, issues or projects are identified, explored and evaluated. Clear and creative strategies, are selected and effectively implemented. In case of unexpected results, alternative strategies are explored.
- Verification of Results -- Results are related to prior knowledge and evaluated for reasonableness.

4. **An Idaho 8th grader can demonstrate creativity and originality in the design, production, and presentation of activities.**

LIST OF TRAITS

- Creativity and Originality -- Innovative applications and alternative methods in the design, production, and presentation of activities are developed and explored. Novel or creative applications of ideas or methods are used.
- Production and Presentation -- New understanding, methods, and products are generated. Presentation incorporates the appropriate use of current technology.

5. **An Idaho 8th grader can critique and evaluate the quality of work products and processes.**

LIST OF TRAITS

- Group and/or Self-evaluation -- Performances and work are critiqued by groups and individuals as appropriate.
- Strengths -- Evidence of ability, talent, and knowledge are identified within the performance and related to previous performances.
- Needs -- Areas for further improvement are identified. How improvements can be accomplished are discussed.

6. **An Idaho 8th grader can demonstrate the ability and skills to work collaboratively in a group activity.**

LIST OF TRAITS

- Behavior -- Behavior in group activities is self-evaluated and self-managed. Consideration for individual differences is demonstrated.
- Team Skills -- Active listening and participation skills are used in group activities.
- Feedback -- Constructive feedback on cooperative work is given and received.
- Group Functioning -- Group functioning is assessed and managed. Conflict resolution skills are used to solve group problems.
- Ethnic and Racial Differences -- Learn to live in a changing society with mutual respect and appreciation for others.

7. **An Idaho 8th grader demonstrates characteristics of an effective lifelong learner.**

LIST OF TRAITS

- Vision -- Goals and priorities are identified.
- Self-esteem -- A positive vision for self and others is developed. A positive desire to learn is demonstrated.
- Initiative and Perseverance -- The desire and ability to plan and implement project activity over time and to work through to the conclusion of the project is demonstrated.
- Responsibility -- Responsibility for personal actions is demonstrated.
- Adaptability -- Changes and challenges encountered are dealt with in a positive way. Appropriate modifications to plans and actions in response to changing circumstances are made.

IDAHO DIRECT WRITING ASSESSMENT SCORING STANDARD

The Rhetorical Situation defined:	**5** **Exemplary at Grade Level**	**4** **Advanced Proficiency at Grade Level**
Any writing requires that the writer continuously make choices as she or he writes. These choices are based on what is called the rhetorical situation. The writer must ask: who is my audience: what is my purpose: what method of development should I choose to best accomplish my purpose with my audience? what voice or style should I choose to best accomplish my purpose with my audience, given the method of development that I have chosen? Effective writers make choices based on the rhetorical situation and are able to adapt the ideas, structure, and style of a piece of writing to the audience, occasion, and purpose for which it is written.	A "5" paper demonstrates remarkable control and understanding of the rhetorical situation. "5" papers are certainly not perfect, but they are engaging, powerful pieces of writing in which the writer is clearly in control of all the conventions of written language and can use those conventions to accomplish his/her purpose with his/her audience. A "5" paper is characterized by a unique perspective on--or a sophisticated approach to--the topic. A score of "5" indicates that the student's writing for that particular prompt on that particular day is exemplary and significantly above grade level.	A "4" paper demonstrates that the writer understands writing as a rhetorical situation that involves audience, purpose, development, and voice. A "4" paper is clear, organized, and easy to understand, but it lacks the control, finesse, creativity, and sophistication of the "5" paper. The writer is still clearly above grade level in his/her control of the conventions of written language and does a good job of accomplishing his/her purpose with his/her audience. However, a "4" paper, while being good, can not be characterized as remarkable either in style or in content. A score of "4" indicates that the student's writing for that particular prompt on that particular day is clearly advanced beyond grade level.
FOCUSING ON THREE FEATURES	**"5" PAPERS WILL EXHIBIT MOST OF THE TRAITS LISTED BELOW.**	**"4" PAPERS WILL EXHIBIT MOST OF THE TRAITS LISTED BELOW.**
Audience/Purpose/Development These features are the most important. Effective writing is clear, interesting, and informative. Effective writers adapt the ideas, structure, and style of a piece of writing to the audience, occasion, and purpose for which it is written. Viewed from this *rhetorical* perspective, effective writing ceases to be the carrying out of formulaic or mechanical procedures. Effective writing becomes, instead, an activity that requires that the writer continuously make choices based on the *rhetorical* situation: who is the audience? what is the purpose? what method of development will best accomplish the purpose with the audience? In short, form follows function.	• The writer demonstrates higher level thinking skills such as synthesis, analysis and evaluation. • The writer's purpose is clear, and the ideas are expressed in a sophisticated manner. • The writer's method of development is appropriate to the purpose and audience. • The writer uses innovative rhetorical devices to achieve unity. • The writer demonstrates a sophisticated approach to the topic. • The writer uses details and examples creatively.	• The writer demonstrates higher level thinking skills including synthesis, analysis, and evaluation. • The writer's purpose is clear and uniquely presented. • The writer's method of development is appropriate to the purpose and audience. • The writer's introduction and conclusion and other structural elements contribute to the overall effectiveness of the paper.
Tone/Voice/Style/Mood/Persona These features often determine the readability of a piece of writing. Even though the purpose and audience are clear, and the development (form) is appropriate to the purpose and audience, when these features are not present to some degree, the writing will not hold the reader's attention. These features may include appropriate vocabulary choice, figurative language, rhythm, alliteration, parallelism--any of the literary and stylistic devices that make a piece of writing powerful, engaging and unique.	• The writer uses a strong, effective, vibrant, and consistent voice. • The writer's word choice is vivid. • The writer uses original metaphors. • The writer's sentence structure and word choice demonstrate strong control and understanding of the rhetorical situation. • The writer uses a mature range of vocabulary.	• The writer's voice--which may be lively and creative--effectively accomplishes the writer's purpose with the intended audience. • The writer's varying sentence structure contributes to achieving the overall purpose with the audience. • The writers' vocabulary is appropriate for the subject, audience, and purpose.
Mechanics and Usage/Sentence Fluency No one expects a composition drafted and written in 90 minutes to be perfect in its usage, mechanics, and sentence structure. However, we do expect students to achieve a level of standard written English that demonstrates their competency in the use of the following: spelling, capitalization, punctuation, indentation, subject-verb agreement, noun-pronoun agreement, phrases, clauses, and sentences that are grammatically correct.	• The writer demonstrates a strong command of standard edited English. • The writer's surface errors (capitalization, punctuation, spelling, etc.) are minimal or nonexistent.	• The writer demonstrates a command of standard edited English. • The writer's surface errors (capitalization, punctuation, spelling, etc.) are minimal.

IDAHO DIRECT WRITING ASSESSMENT SCORING STANDARD

The Rhetorical Situation defined:	**3** **Proficient at Grade Level**	**2** **Developing toward Proficiency at Grade Level**
Any writing requires that the writer continuously make choices as she or he writes. These choices are based on what is called the rhetorical situation. The writer must ask: who is my audience: what is my purpose: what method of development should I choose to best accomplish my purpose with my audience? what voice or style should I choose to best accomplish my purpose with my audience, given the method of development that I have chosen? Effective writers make choices based on the rhetorical situation and are able to adapt the ideas, structure, and style of a piece of writing to the audience, occasion, and purpose for which it is written.	A "3" paper demonstrates that the writer understands the basic concepts of composition. A "3" paper is clear, organized, and easy to understand. However, a "3" paper is often formulaic in development and lacks the sophisticated control of language and thought that is characteristic of typical "5" and "4" papers. A "3" paper indicates that the writer has appropriate control of the conventions of written language at grade level and is beginning to understand the concept of the rhetorical situation. A score of "3" indicates that the student's writing for that particular prompt on that particular day is proficient at grade level.	A "2" paper demonstrates that the writer is on the way to developing proficiency in writing, but is not there yet. A "2" paper indicates that the writer doesn't quite understand or exhibit control of the conventions of written language or grasp the complexity of the topic. Because the writer displays a simplistic approach to the rhetorical situation and lacks understanding of composition as a concept, it is often difficult to understand the point that the writer is trying to make. A score of "2" indicates that the student's writing for that particular prompt on that particular day is developing toward grade level but is not yet proficient at grade level.
FOCUSING ON THREE FEATURES	**"3 PAPERS WILL EXHIBIT MOST OF THE TRAITS LISTED BELOW.**	**"2" PAPERS WILL EXHIBIT MOST OF THE TRAITS LISTED BELOW.**
Audience/Purpose/Development These features are the most important. Effective writing is clear, interesting, and informative. Effective writers adapt the ideas, structure, and style of a piece of writing to the audience, occasion, and purpose for which it is written. Viewed from this *rhetorical* perspective, effective writing ceases to be the carrying out of formulaic or mechanical procedures. Effective writing becomes, instead, an activity that requires that the writer continuously make choices based on the *rhetorical* situation: who is the audience? what is the purpose? what method of development will best accomplish the purpose with the audience? In short, form follows function.	• The writer demonstrates thinking skills appropriate to the subject, audience, and purpose. • The writer's purpose is clear. • The writer's ideas are unified and the meaning flows from paragraph to paragraph. • The writer's introduction and conclusion are developed and appropriate to the purpose and audience.	• The writer's thought processes may be difficult to follow. • The writer's purpose may be evident but it lacks development through specific details and examples. • The writer has not connected his/her paragraphs and the ideas do not flow. • The writer's introduction and conclusions may be mechanical and redundant.
Tone/Voice/Style/Mood/Persona These features often determine the readability of a piece of writing. Even though the purpose and audience are clear, and the development (form) is appropriate to the purpose and audience, when these features are not present to some degree, the writing will not hold the reader's attention. These features may include appropriate vocabulary choice, figurative language, rhythm, alliteration, parallelism--any of the literary and stylistic devices that make a piece of writing powerful, engaging and unique.	• The writer's voice is consistent and appropriate to the subject, audience, and purpose. • The writer's word choice is appropriate to the subject, audience, and purpose. • The writer's sentence structure varies and is appropriate to subject, audience, and purpose.	• The writer's voice may not be consistent or appropriate to the subject, audience, and purpose. • The writer's word choice may not be appropriate to the subject, audience, and purpose. • The writers' vocabulary is limited.
Mechanics and Usage/Sentence Fluency No one expects a composition drafted and written in 90 minutes to be perfect in its usage, mechanics, and sentence structure. However, we do expect students to achieve a level of standard written English that demonstrates their competency in the use of the following: spelling, capitalization, punctuation, indentation, subject-verb agreement, noun-pronoun agreement, phrases, clauses, and sentences that are grammatically correct.	• The writer's surface errors (capitalization, punctuation, spelling, etc.) do not detract from the meaning and readability. • The writer's sentence structure may be nonstandard.	• The writer's frequent surface errors (capitalization, punctuation, spelling, etc.) detract from the meaning and readability. • The writer's sentence structure is likely to be nonstandard.

IDAHO DIRECT WRITING ASSESSMENT SCORING STANDARD

The Rhetorical Situation defined:	**1** **Minimum Development for Proficiency at Grade Level**	**NS** **Not Scorable**
Any writing requires that the writer continuously make choices as she or he writes. These choices are based on what is called the rhetorical situation. The writer must ask: who is my audience: what is my purpose: what method of development should I choose to best accomplish my purpose with my audience? what voice or style should I choose to best accomplish my purpose with my audience, given the method of development that I have chosen? Effective writers make choices based on the rhetorical situation and are able to adapt the ideas, structure, and style of a piece of writing to the audience, occasion, and purpose for which it is written.	"1" paper demonstrates that the writer is having difficulty with the basic concepts of written composition. A "1" paper indicates that the writer does not understand the concept of the rhetorical situation or have control of many of the basic conventions of written language. Because the writer has little understanding of the basic concepts of composition, it is very difficult to understand the point the writer is trying to make. A score of "1" indicates that the student's writing for that particular prompt on that particular day is inadequate at grade level.	An "NS" is given to papers that are Blank Illegible Written in a language other than English Not written in blue or black ink Not written on the required topic Not written in a form appropriate to the prompt
FOCUSING ON THREE FEATURES	**"1" PAPERS WILL EXHIBIT MOST OF THE TRAITS LISTED BELOW.**	
Audience/Purpose/Development These features are the most important. Effective writing is clear, interesting, and informative. Effective writers adapt the ideas, structure, and style of a piece of writing to the audience, occasion, and purpose for which it is written. Viewed from this *rhetorical* perspective, effective writing ceases to be the carrying out of formulaic or mechanical procedures. Effective writing becomes, instead, an activity that requires that the writer continuously make choices based on the *rhetorical* situation: who is the audience? what is the purpose? what method of development will best accomplish the purpose with the audience? In short, form follows function.	• The writer's thought processes are difficult to follow. • The writer's purpose is not evident. • The writer's development of ideas is inadequate or disjoi[illegible]. • The writer's ideas are unconnected.	
Tone/Voice/Style/Mood/Persona These features often determine the readability of a piece of writing. Even though the purpose and audience are clear, and the development (form) is appropriate to the purpose and audience, when these features are not present to some degree, the writing will not hold the reader's attention. These features may include appropriate vocabulary choice, figurative language, rhythm, alliteration, parallelism--any of the literary and stylistic devices that make a piece of writing powerful, engaging and unique.	• The writer's voice is ill-defined. • The writer's word choice demonstrates a lack of understanding of audience and purpose.	
Mechanics and Usage/Sentence Fluency No one expects a composition drafted and written in 90 minutes to be perfect in its usage, mechanics, and sentence structure. However, we do expect students to achieve a level of standard written English that demonstrates their competency in the use *of* the following: spelling, capitalization, punctuation, indentation, subject-verb agreement, noun-pronoun agreement, phrases, clauses, and sentences that are grammatically correct.	• The writer's surface errors (capitalization, punctuation, spelling, etc) are glaring. • The writer's sentences are often indistinguishable.	

8TH GRADE READING PERFORMANCE ASSESSMENT SCORING STANDARD

ADVANCED PROFICIENCY AT GRADE LEVEL

Using 8th grade level materials, the student

- shows advanced understanding of text at literal, abstract, and inferential levels
- extends ideas of text by making thoughtful inferences, drawing thorough conclusions, making extensive connections to own experiences and to the world
- identifies and analyzes devices authors use in composing text
- adapts rate and flexibility according to purpose and reading material
- reads and follows complicated directions
- sustains reading interest in advanced material
- synthesizes, analyzes, and evaluates material from one source and applies it to another
- accurately interprets and integrates maps, charts, graphs, and tables
- appreciates reading as a pleasureable recreational activity
- uses context, syntax, and word identification strategies to understand and integrate new vocabulary
- identifies and uses extensive reference sources to solve problems and locate information

PROFICIENT AT GRADE LEVEL

Using 8th grade level materials, the student

- shows overall understanding of text at literal and inferential levels
- extends ideas of text by making clear inferences, drawing conclusions, making connections to own experiences
- identifies devices authors use in composing text
- adapts rate and flexibility according to purpose and reading material
- reads and follows directions
- sustains reading interest
- uses material from one source and applies it to another
- accurately interprets maps, charts, graphs, and tables
- appreciates reading as a pleasureable recreational activity
- uses context, syntax, and word identification strategies to understand new vocabulary
- identifies and uses reference sources to solve problems and locate information

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DEVELOPING TOWARD PROFICIENCY

Using 8th grade level materials, the student

- shows limited understanding of text at literal and inferential levels
- identifies ideas from text at a minimal level by making clear inferences, drawing conclusions, making connections to own experiences
- identifies some devices authors use in composing text
- demonstrates basic ability to adapt rate and flexibility according to purpose and reading material
- does not always read and follow directions adequately
- sustains reading interest at a minimal level
- finds it difficult to use material from one source and apply it to another
- interprets maps, charts, graphs, and tables with difficulty
- shows limited appreciation of reading as a pleasureable recreational activity
- uses limited context, syntax, and word identification strategies to understand new vocabulary
- uses minimum reference sources to solve problems and locate information

MINIMUM DEVELOPMENT TOWARD PROFICIENCY

Using 8th grade level materials, the student

- lacks understanding of text at literal and inferential levels
- does not demonstrate ability to make inferences, draw conclusions, make connections to own experiences
- does not adapt rate and flexibility according to purpose and reading material
- reads and follows directions inaccurately
- does not sustain reading interest
- finds it difficult to use material from one source and apply it to another
- interprets maps, charts, graphs, and tables inadequately
- does not appreciate reading as a pleasureable recreational activity
- does not use context, syntax, and word identification strategies to understand new vocabulary
- uses inadequate or no reference sources to solve problems and locate information

INTRODUCTION TO 9-12 ENGLISH LANGUAGE ARTS

Students in grades nine through twelve are continuing to develop their skills as readers, writers, speakers, listeners and viewers. At the upper secondary level, students work with increasingly sophisticated content as they use language arts to construct meaning in a variety of contexts. Students move from an exploration of self to a broader engagement with global issues and universal concerns. The content of language arts classes nine through twelve provides opportunities for reading, writing, listening, speaking and viewing that engage students in critical thinking and problem solving in a variety of contexts. The following guide illustrates suggested methods of engaging students in developmental activities which address the Idaho goals for language arts education. The performance indicators in this document are meant as suggestions only and do not preclude the development of alternative indicators at the district, building or individual level.

9 - 12 ENGLISH LANGUAGE ARTS DEFINED

English language arts consists of five components: reading, writing, speaking, listening and viewing. These components should not be taught nor should they be learned in isolation. Ability in one of the language arts influences ability in the others; instruction in one affects learning in the others; exposure in one promotes growth in the others.

A 9-12 English language arts curriculum provides situations in which all students regardless of ethnicity, socio-economic status, language dominance, or competence may progress in their language development. An integrated language arts curriculum is based on the concept that language is student-centered, literature- and activity-based, context- and writing-rich, talk-focused, and parent-involved.

Since it is essential that all students learn to apply, analyze, synthesize, and evaluate in each of the critical components (reading, writing, speaking, listening and viewing), sample progress indicators which enhance higher level cognitive skills are, therefore, included throughout this guide and framework.

The following explanations are intended to further enhance understanding of the five components of 9-12 English language arts:

1. READING

Reading is a meaning-making process that requires the integration of the reader's background knowledge with a number of information sources such as word meanings, letter-sound relationships, and sentence and text structure. Reading is not a discrete skill apart from the other language arts (listening, speaking, viewing, and writing) but is one part of that language picture. Reading is best taught in contexts meaningful to students. The broad goal of reading instruction is to assist students to become thoughtful and reflective comprehenders of poetic, narrative, expository, and persuasive text.

2. WRITING

Writing is a tool for learning, discovering, communicating, recording, and understanding in all curriculum areas. While writing focuses thinking and assists intellectual growth, it is also a way to practice and learn spelling, punctuation, grammatical conventions, and handwriting. In addition, writing is an expressive activity. Its form and function depend upon its purpose and audience. The teaching of writing should be fully integrated with listening, speaking, reading and viewing. The broad goal of writing instruction is to assist students to become thoughtful and reflective producers of poetic, narrative, expository, and persuasive text.

3. SPEAKING

Speaking is a means of communicating, expressing, and understanding information. 9-12 English language arts instruction should offer a variety of informal and formal speaking opportunities. The broad goal of speaking instruction is to assist students to become thoughtful and reflective producers of poetic, narrative, expository, and persuasive speech.

4. LISTENING

Listening is an integral part of the language arts. Beginning in infancy students hear the richness and power of language through listening in both formal and informal situations. Active listening is an important communication skill. Effective listening provides background information that makes effective reading, speaking, viewing, writing and thinking possible. Therefore, it is vital that students learn how to listen critically. The broad goal of listening instruction is to assist students to become thoughtful and reflective comprehenders of poetic, narrative, conversive, expository, and persuasive speech.

5. VIEWING

Viewing is the process through which students are able to interpret, organize, and evaluate visual presentations such as videos, films, charts, art, diagrams, photographs, maps, signs, symbols, hypertext, and advertisements. Critical viewing skills will provide the student with the ability to distinguish between fact and fiction in all forms of visual materials, to understand the differences between electronic and print media, and to enrich their language skills. The broad goal of viewing instruction is to assist students to become thoughtful and reflective comprehenders and producers of poetic, narrative, expository, and persuasive visual text found in film, television, computers and other media such as magazines and advertising. An integrated language arts program should include viewing instruction as a part of total communication.

NINTH GRADE

STANDARD I. COMMUNICATION

GOAL I A. All students will communicate effectively in reading, speaking, writing, listening, and viewing.

PERFORMANCE OBJECTIVES. All students will

1. share orally and in writing personal experiences, ideas, and opinions to inform, to persuade, and to entertain.

2. write for a variety of audiences (self, peers, family, or public) in a variety of forms (such as letters, poetry, logs, fiction, or essays).

3. read, listen, and view to gain information, to evaluate or to respond in a variety of language arts forms and styles.

4. gather, record, and organize information to analyze, draw conclusions, and publish in a variety of forms.

5. use writing process strategies and skills (such as prewrite, write, edit, revise, and publish).

6. use technology such as computers, computerized instruction, hypertext, CD-ROMs, video disks, video cameras, and desktop publishing.

SAMPLE PROGRESS INDICATORS. All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example, students will

1. complete a research project including a written, oral, and visual component. Students may research the life of a poet and provide a two page biography of the poet including at least two sources in MLA standard format. Students will give an oral presentation to the class including the following: a biographical sketch, several poems, and a visual component for the project.

2. choose a person to interview, make an appointment, create a list of questions, interview and tape the person, transcribe the interview, organize the material, create an introduction, publish, and present.

GOAL I B. All students will use the conventions of written and spoken language effectively.

PERFORMANCE OBJECTIVES. All students will

1. use correct punctuation, capitalization, spelling and usage in final copy.
2. recognize and use appropriate formal and informal language in writing.
3. demonstrate the appropriate use of language for communicating in social situations.
4. identify and use writing and speaking styles (voice, mood, persona, tone) appropriate for audience, purpose, and form.
5. apply various strategies for editing and revising such as peer editing and word processing.

SAMPLE PROGRESS INDICATOR. All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example, students will

1. prepare pieces for publication. Publications may include formal essays, speeches, bulletin boards, newspaper and magazine articles, letters to the editors, or portfolios. For example, students may write autobiographies; write stories for sixth grade students; create and illustrate a myth, folk tale or fable; write an editorial for the school newspaper; or write "thank you" notes. Students will use appropriate language and style for audience and purpose.

STANDARD II. APPRECIATION

GOAL II A. All students will value language arts.

PERFORMANCE OBJECTIVES. All students will

1. read, listen to, discuss and write about literature from a variety of genres, authors, and forms from a variety of ethnic and racial backgrounds.
2. demonstrate knowledge of individuals, cultures, and customs reflected in literature.
3. recognize the importance of language arts skills in interpersonal and professional contexts.
4. read a wide variety of contemporary, classical and young adult literature.

SAMPLE PROGRESS INDICATORS. All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example, students will

1. select works from three different genres that focus on the theme of self-discovery (e.g. autobiographies, biographies, songs, poetry, film, drama, art, and cartoons). Students will keep a reading response log and share interpretations, opinions, and evaluations.

2. choose a work of art to interpret (such as Salvador Dali's "The Persistence of Memory" or Edvard Munch's "The Scream"), record reactions and observations, describe the work, discuss reactions, write a conclusion, and publish.

GOAL II B. All students will appreciate and enjoy oral, visual, and written language arts in a variety of forms and contexts.

PERFORMANCE OBJECTIVES. All students will

1. read, listen to, discuss and write about literature from a variety of genres, authors, and forms from a variety of ethnic and racial backgrounds.

2. develop strategies for sharing ideas, feelings and opinions about language arts experiences.

3. self-select appropriate recreational reading materials based on interests and abilities.

4. engage in language play including the use of jokes, puns, figurative language, satire, and comedy.

5. develop lifelong reading habits.

SAMPLE PROGRESS INDICATORS. All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example, students will

1. read several short stories from a variety of sources besides the text and keep a reader response log on each selection. In small groups, students will share favorite selections with group members.

2. write a script and perform a scene from a literary work.

STANDARD III. APPLICATION AND INTEGRATION

GOAL III A. All students will use oral, visual, and written language to find, interpret, and apply information in all contexts.

PERFORMANCE OBJECTIVES. All students will

1. identify and explore problems and issues in a variety of school and non-school related activities.

2. use various methods to access information (such as interviewing, conducting library research, and using technological resources).

3. summarize, analyze, and synthesize information from written, oral, and visual sources.

4. compare and contrast new information to previous knowledge and experiences.

5. respond in written, oral, and visual forms.

SAMPLE PROGRESS INDICATORS. All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example, students will

1. write a short story using setting, character development, plot, and theme. The short story may be inspired by various prompts such as a piece of art, a newspaper article, a magazine article, or a song. Teachers may provide prompts, or prompts may be self-selected. Students will share their works with the class using a variety of formats.

2. write letters to the editor about school, local, or national issues. The letters should have clear purposes, support for opinions, and strong conclusions.

GOAL III B. All students will use oral, visual, and written language to solve problems and think critically.

PERFORMANCE OBJECTIVES. All students will

1. identify and explore problems and issues in a variety of school and nonschool areas.

2. recognize the variety of materials available to help solve problems and think critically (such as literature, newspapers, magazines, maps, charts, interviews, reference materials, CD-ROMs, and on-line data bases).

3. use a variety of problem solving strategies (such as brainstorming, clustering, dramatizing, predicting, and analyzing).

4. read, listen, and view critically (such as students will identify fact and opinion, bias and propaganda, and intent of author).

SAMPLE PROGRESS INDICATORS. All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example, students will

1. examine collaboratively the problems and issues confronting a leader (such as Joan of Arc, Billy Graham, Cesar Chavez, Mother Teresa, John F. Kennedy, Florence Nightingale, Nelson Mandela, Betty Friedan, Abraham Lincoln, Phyllis Schlafly, Gloria Steinem, Dan Quayle, Jesse Jackson, Queen Elizabeth I, Martin Luther, or Margaret Thatcher), explore solutions/recommendations to these problems, and report their findings in a student produced video.

2. research a current issue through newspapers, magazine articles, or literature, and write an essay expressing opinions, opposing viewpoints, and conclusions.

TENTH GRADE

STANDARD I. COMMUNICATION

GOAL I A. All students will communicate effectively in reading, speaking, writing, listening, and viewing.

PERFORMANCE OBJECTIVES. All students will

1. share orally and in writing personal experiences, ideas, and opinions to inform, to persuade, and to entertain.

2. write for a variety of audiences (self, peer, family, or public) in a variety of forms (such as letters, poetry, logs, fiction, or essays).

3. read, listen, and view to gain information, to evaluate, or to respond in a variety of language arts forms and styles.

4. gather, record, and organize information to analyze, draw conclusions, and publish in a variety of forms.

5. use the writing process strategies and skills such as prewrite, write, edit, revise, and publish.

6. use technology such as computers, computerized instruction, hypertext, CD-ROMs, video disks, video cameras, and desktop publishing.

SAMPLE PROGRESS INDICATORS. All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example, students will

1. view, listen to, and discuss a dramatic performance (such as Marc Antony's speech in *The Tragedy of Julius Caesar*). Write and deliver a persuasive speech on a contemporary issue.

2. compare and contrast two subjects. Using a Venn diagram, students will organize and write about differences and similarities (such as two sitcoms, different news coverages of the same event, or conservative and liberal points of view on an issue).

GOAL I B. All students will use the conventions of written and spoken language effectively.

PERFORMANCE OBJECTIVES. All students will

1. use correct punctuation, capitalization, spelling, and usage in final copy.

2. recognize and use appropriate formal and informal language in writing.

3. demonstrate appropriate use of language for communicating in social situations.

4. identify and use writing and speaking styles (voice, mood, persona, tone) appropriate for audience, purpose, and form.

5. apply various strategies for editing and revising such as peer editing and word processing.

SAMPLE PROGRESS INDICATOR. All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example, students will

1. prepare a piece for publication. Publications may include formal essays, speeches, bulletin boards, newspaper and magazine articles, letters to the editors, or portfolios. For example, students may write a letter to an organization about a public issue; share a reader-response log with peers; conduct an oral interview and publish findings; write, illustrate, and publish a ballad; or write a cover letter, resume, and/or letter of inquiry about employment. Students will use appropriate language and style for audience and purpose.

STANDARD II. APPRECIATION

GOAL II A. All students will value language arts.

PERFORMANCE OBJECTIVES. All students will

1. read, listen to discuss and write about literature from a variety of genres, authors, and forms and from a variety of ethnic and racial backgrounds.

2. demonstrate knowledge of individuals, cultures, and customs reflected in literature.

3. recognize the importance of language arts skills in interpersonal and professional contexts.

4. read a wide variety of contemporary, young adult and classical literature.

SAMPLE PROGRESS INDICATORS. All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example, students will

1. choose excerpts from novels such as *To Kill a Mockingbird* or *Lord of the Flies* that show how the authors used language to reveal opinions, attitudes, and/or beliefs.

2. respond artistically to literature (such as interpret a poem or a scene from a play or novel) in a drawing, sketch, cartoon, or collage.

GOAL II B. All students will appreciate and enjoy oral, visual, and written language arts in a variety of forms and contexts.

PERFORMANCE OBJECTIVES. All students will

1. read, listen to, discuss, and write about literature from a variety of genres, authors, forms, and from a variety of ethnic and racial backgrounds.

2. develop strategies for sharing ideas, feelings and opinions about language arts experiences.

3. self-select appropriate recreational reading materials based on interests and abilities.

4. engage in language play including the use of jokes, puns, figurative language, satire, and comedy.

5. develop lifelong reading habits.

SAMPLE PROGRESS INDICATORS. All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example, students will

1. choose a favorite story, novel, or song and share its significance with others (such as students may read to, or record and play a favorite work for a class of elementary students).

2. create a "graffiti wall" (using chart paper) on which students may record impressions, reactions, and opinions in response to literary works.

STANDARD III. APPLICATION AND INTEGRATION

GOAL III A. All students will use oral, visual, and written language to find, interpret, and apply information in all contexts.

PERFORMANCE OBJECTIVES. All students will

1. identify and explore problems and issues in a variety of school and nonschool areas.

2. use various methods to access information (such as interviewing, conducting library research, and using technological resources).

3. summarize, analyze, and synthesize information from written, oral, and visual sources.

4. compare and contrast new information to previous knowledge and experiences.

5. respond in written, oral, and visual forms.

SAMPLE PROGRESS INDICATORS. All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example, students will

1. read science fiction literature: novels (*Jurassic Park, Brave New World*), short stories ("The Weapon," "The Euphio Question"), or poetry. Students will recognize social, economic, and ethical issues. They will discuss and predict the ramifications of these issues in the 21st century. Students will produce and share products (such as essays, short stories, poetry, plays, or visual projects) that demonstrate an understanding of issues and themes.

2. read literature relating to careers and job related issues (such as selections from works such as *Working, What Color is Your Parachute?*, "Day Work," and "Police Woman"). Students will spend one day working with and interviewing a person in the community. They will write about and share their experiences with classmates. Speakers may be invited to class to discuss careers.

GOAL III B. All students will use oral, visual, and written language to solve problems and think critically.

PERFORMANCE OBJECTIVES. All students will

1. identify and explore problems and issues in a variety of school and nonschool areas.

2. use a variety of materials available to help solve problems and think critically (such as literature, newspapers, magazines, maps, charts, interviews, reference materials, CD-ROMs, and on-line data bases).

3. use a variety of problem solving strategies (such as brainstorming, clustering, dramatizing, predicting, and analyzing).

4. read, listen, and view critically (such as students will identify fact and opinion, bias and propaganda, and intent of author).

SAMPLE PROGRESS INDICATORS. All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example, students will

1. identify and research a problem in the community by various research methods (such as reading newspaper articles, watching television programs, interviewing people, and attending meetings). Students will write a letter to a decision-making body in which they identify a problem and propose a solution.

2. write an essay or letter offering advice about a subject (such as students will write essays for younger students on topics such as entering high school, dealing with peer pressure, developing study habits, or responsibilities in work and school).

ELEVENTH GRADE

STANDARD I. COMMUNICATION

GOAL I A. All students will communicate effectively in reading, speaking, writing, listening, and viewing.

PERFORMANCE OBJECTIVES. All students will

1. share orally and in writing personal experiences, ideas, and opinions to inform, to persuade, and to entertain.

2. write for a variety of audiences (self, peers, family, or public) in a variety of forms (such as letters, poetry, logs, fiction, or essays).

3. read, listen, and view to gain information, to evaluate, or to respond in a variety of language arts forms and styles.

4. gather, record, and organize information to analyze, to draw conclusions, and to publish in a variety of forms.

5. use the writing process strategies and skills such as prewrite, write, edit, revise, and publish.

6. use technology such as computers, computerized instruction, hypertext, CD-ROMs, video disks, video cameras, and desktop publishing.

SAMPLE PROGRESS INDICATORS. All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example, students will

1. use a scoring standard and holistically evaluate past range finder papers from the 11th grade Idaho Direct Writing Assessment. Using the scoring standard, students will apply the standard to their personal writing and develop improvement plans.

2. read and analyze "process essays" such as "How to Carve a Turkey" by Russell Baker or "How to Cook a Carp" by Euell Gibbons. Students will write and publish essays and/or give speeches on a process they know well. They may include the background of the process, the steps in the process, and the results of knowing the processes.

GOAL I B. All students will use the conventions of written and spoken language effectively.

PERFORMANCE OBJECTIVES. All students will

1. use correct punctuation, capitalization, spelling and usage in final copy.

2. recognize and use appropriate formal and informal language in writing.

3. demonstrate the appropriate use of language for communicating in social situations.

4. identify and use writing and speaking styles (voice, mood, persona, tone) appropriate for audience, purpose, and form.

5. apply various strategies for editing and revising such as peer editing and word processing.

SAMPLE PROGRESS INDICATOR. All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example, students will

1. prepare a piece for publication. Publications may include formal essays, speeches, bulletin boards, newspaper and magazine articles, letters to the editors, or portfolios. For example, students may create and publish a travel brochure and/or advertisement; write and deliver a speech about a law that should be passed; create a cartoon about an historical or contemporary issue; write a letter requesting the appearance of a guest speaker; or interview senior citizens to gather oral history about a specified time period and prepare a final copy for the person interviewed. Students will use appropriate language and style for audience and purpose.

STANDARD II. APPRECIATION

GOAL II A. All students will value language arts.

PERFORMANCE OBJECTIVES. All students will

1. read, listen to, discuss and write about literature from a variety of genres, authors, and forms and from a variety of ethnic and racial backgrounds.

2. demonstrate knowledge of individuals, cultures and customs reflected in literature.

3. recognize the importance of language arts skills in interpersonal and professional contexts.

4. read a wide variety of contemporary, young adult and classical literature.

SAMPLE PROGRESS INDICATORS. All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example, students will

1. interview and collect oral history from family, friends, or acquaintances. Topics for interviews may include experiences such as the Depression, war, immigration, or any other significant event. Students will publish or share with others using audio or visual props.

2. choose one work of fiction (such as Harriet Beecher Stowe's *Uncle Tom's Cabin)* or of nonfiction (such as Charles Darwin's *Origin of the Species).* Research why this book was written, how it affected our historical perspective, and write an essay reporting the results.

GOAL II B. All students will appreciate and enjoy oral, visual, and written language arts in a variety of forms and contexts.

PERFORMANCE OBJECTIVES. All students will

1. read, listen to, discuss and write about literature from a variety of genres, authors and forms and from a variety of ethnic and racial backgrounds.

2. develop strategies for sharing ideas, feelings and opinions about language arts experiences.

3. self-select appropriate recreational reading materials based on interests and abilities.

4. engage in language play including the use of jokes, puns, figurative language, satire, and comedy.

5. develop lifelong reading habits.

SAMPLE PROGRESS INDICATORS. All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example, students will

1. read works by a favorite American author, research the background of that author and share the ways his or her background and experience affected his or her work.

2. choose a historic figure, do research to learn about the person, and create and publish a fictitious interview with the person.

STANDARD III. APPLICATION AND INTEGRATION

GOAL III A. All students will use oral, visual, and written language to find, interpret, and apply information in all contexts.

PERFORMANCE OBJECTIVES. All students will

1. identify and explore problems and issues in a variety of school and nonschool areas.

2. use various methods to access information (such as interviewing, conducting library research, and using technological resources).

3. summarize, analyze, and synthesize information from written, oral, and visual sources.

4. compare and contrast new information to previous knowledge and experiences.

5. respond in written, oral, and visual forms.

SAMPLE PROGRESS INDICATORS. All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example, students will

1. examine the issue of censorship in literature in the public schools through the reading and discussion of *The Adventures of Huckleberry Finn* by Mark Twain. Students will write a persuasive essay to support or to ban the teaching of a work in the public school.

2. work cooperatively to analyze significant life issues when they arise from literature being studied (such as students will discuss careers, use of leisure time, further education, marriage customs, or child rearing practices).

GOAL III B. All students will use oral, visual, and written language to solve problems and think critically.

PERFORMANCE OBJECTIVES. All students will

1. identify and explore problems and issues in a variety of school and nonschool areas.

2. use a variety of materials available to help solve problems and think critically (such as literature, newspapers, magazines, maps, charts, interviews, reference materials, CD-ROMs, and on-line data bases).

3. use a variety of problem solving strategies (such as brainstorming, clustering, dramatizing, and predicting).

4. read, listen, and view critically (such as students will identify fact and opinion, bias and propaganda, and intent of author).

SAMPLE PROGRESS INDICATORS. All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example, students will

1. examine the issue of racism in America from its historical, legal, and social ramifications. Students might explore slavery; thirteenth, fourteenth, and fifteenth amendments; Jim Crow laws; immigration policies, etc. Suggested films and readings may include *The Long Walk Home, I Know Why the Caged Bird Sings,* and *Barrio Boy*. Students will create a presentation that presents the problem and the different ways America has tried to solve it. A self-reflection essay concerning the process and findings of the project might be included.

2. examine cooperatively issues of prejudice in the school or community and determine solutions to this problem.

TWELFTH GRADE

STANDARD I. COMMUNICATION

GOAL I A. All students will communicate effectively in reading, speaking, writing, listening, and viewing.

PERFORMANCE OBJECTIVES. All students will

1. share orally and in writing personal experiences, ideas, and opinions to inform, to persuade, and to entertain.

2. write for a variety of audiences (self, peers, family, or public) in a variety of forms (such as letters, poetry, logs, fiction, or essays).

3. read, listen, and view to gain information, to evaluate, or to respond in a variety of language arts forms and styles.

4. gather, record, and organize information to analyze, draw conclusions, and publish in a variety of forms.

5. use writing process strategies and skills such as prewrite, write, edit, revise, and publish.

7. use technology such as computers, computerized instruction, hypertext, CD-ROMs, video disks, video cameras, and desktop publishing.

SAMPLE PROGRESS INDICATORS. All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example, students will

1. choose an abstract quality such as love, hate, revenge, or honor and find that quality expressed in literature, film, drama, music, and art. Students will prepare a portfolio including both written and multimedia concrete expressions of that abstract quality. This may be an individual or group project.

2. prepare and present a project requiring research on a particular racial or ethnic group. Politics, history, literature, dress, art, music, artifacts, traditional foods, or religion might be included.

GOAL I B. All students will use the conventions of written and spoken language effectively.

PERFORMANCE OBJECTIVES. All students will

1. use correct punctuation, capitalization, spelling and usage in final copy.

2. recognize and use appropriate formal and informal language.

3. demonstrate the appropriate use of language for communicating in social situations.

4. identify and use writing and speaking styles (voice, mood, persona, tone) appropriate for audience, purpose, and form.

5. apply various strategies for editing and revising such as peer editing and word processing.

SAMPLE PROGRESS INDICATOR. All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example, students will

1. prepare a piece for publication. Publications may include formal essays, speeches, bulletin boards, newspaper and magazine articles, letters to the editors, or portfolios. For example, students may write an E-mail or FAX message to a friend or a show host, write a college admissions essay, write a personal essay for potential employers, or edit and revise selected letters from the local newspaper. Students will use appropriate language and style for audience and purpose.

STANDARD II. APPRECIATION

GOAL II A. All students will value language arts.

PERFORMANCE OBJECTIVES. All students will

1. read, listen to, discuss and write about literature from a variety of genres, authors, and forms and from a variety of ethnic and racial backgrounds.

2. demonstrate knowledge of individuals, cultures and customs reflected in literature.

3. recognize the importance of language arts skills in interpersonal and professional contexts.

4. read a wide variety of contemporary, classic and young adult literature.

SAMPLE PROGRESS INDICATORS. All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example, students will

1. use nonfiction (such as *Daughter of Persia, The Road from Coorain*), to explore the similarities and differences between ethnic and racial groups and to present their discoveries orally or in writing.

2. view films from other countries as a basis for discussing the values, literature or politics of those countries.

GOAL II B. All students will appreciate and enjoy oral, visual, and written language arts in a variety of forms and contexts.

PERFORMANCE OBJECTIVES. All students will

1. read, listen to, discuss and write about literature from a variety of genres, authors and forms and from a variety of ethnic and racial backgrounds.

2. develop strategies for sharing ideas, feelings and opinions about language arts experiences.

3. self-select appropriate recreational reading materials based on interests and abilities.

4. engage in language play including the use of jokes, puns, figurative language, satire and comedy.

5. develop lifelong reading habits.

SAMPLE PROGRESS INDICATORS. All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example, students will

1. create a representative portfolio of meaningful language arts experiences in which the student writes a reflective analysis on each piece (such as favorite essays, responses, letters, journal entries, speeches, photos, stories, and songs).

2. present a favorite children's story that they anticipate sharing with young children and tell why either orally or in writing they made that choice.

STANDARD III. APPLICATION AND INTEGRATION

GOAL III A. All students will use oral, visual, and written language to find, interpret, and apply information in all contexts.

PERFORMANCE OBJECTIVES. All students will

1. identify and explore problems and issues in a variety of school and nonschool areas.

2. use various methods to access information: interviewing, conducting library research using technological resources, or using primary source sources.

3. summarize, analyze, and synthesize information from written, oral and visual sources.

4. compare and contrast new information to previous knowledge and experiences.

5. respond in written, oral, and visual forms.

SAMPLE PROGRESS INDICATORS. All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example, students will

1. read a selection from classical literature such as *The Iliad* or *Antigone* and write a critical essay that explores universal themes having contemporary significance. Students might explore such issues as the conflict between public and private duty or the dilemma presented when laws of the state conflict with personal conscience.

2. create a project from a work such as *Hamlet* using storyboards, quotations from scenes, and journalistic accounts about events in the play. Students might act out scenes from the play and write reviews of the projects. Students might rewrite scenes for elementary students using original dialogue or modern dialogue.

GOAL III B. All students will use oral, visual, and written language to solve problems and think critically.

PERFORMANCE OBJECTIVES. All students will

1. identify and explore problems and issues in a variety of school and non-school areas.

2. use a variety of materials available to help solve problems and think critically (such as literature, newspapers, magazines, maps, charts, interviews, reference materials, CD-ROMs, and on-line data bases).

3. use a variety of problem solving strategies (such as brainstorming, clustering, dramatizing, predicting and analyzing).

4. read, listen, and view critically (such as students will identify fact and opinion, bias and propaganda, and intent of author).

SAMPLE PROGRESS INDICATORS. All students will demonstrate progress toward achieving proficiency in this standard by performing appropriate activities. For example, students will

1. form teams to develop a plan for attracting a new business to their community. Activities might include but not be limited to the creation of a cover letter and community brochure, a speech to be delivered to a hosted dinner, a tour of the community and local area, or interviews with local business professionals. This campaign might be evaluated by a panel of local business people.

2. prepare and act out situations involving communication skills for college interviews, job interviews, or personal relationships.

SECONDARY EXIT PERFORMANCE STANDARDS

The Secondary Exit Performance Standards for high school graduates require mastery of basic skills and subject knowledge. Students' proficiency in these Performance Standards will be measured through a variety of tasks included in the Statewide Testing Program.

An Idaho high school graduate

- **communicates effectively.**
- **uses knowledge, information, and technology effectively.**
- **solves problems.**
- **is creative and original.**
- **determines quality.**
- **collaborates with others.**
- **is a lifelong learner.**

What follows is a more complete statement of each standard and a list of traits which describe each standard in more detail.

1. **An Idaho high school graduate communicates effectively in written, oral and multimedia forms (such as audio and video recorded presentations; charts, graphs and visual aids; and computer enhanced presentations).**

   LIST OF TRAITS

   - Ideas and Content -- The communication is clear, focused, interesting, and appropriate for the audience. Details and anecdotes demonstrate a command of the subject.
   - Organization -- The communication addresses issues clearly and directly.
   - Voice -- The communication speaks appropriately and directly to the audience in a way that is individualistic, expressive and engaging.
   - Form -- The chosen form of communication conveys the intended message.
   - Conventions -- The communication includes appropriate use of grammar, capitalization, punctuation, usage, spelling and paragraphing.

2. **An Idaho high school graduate locates, organizes, and uses knowledge, information, and technology effectively.**

LIST OF TRAITS

- Reading -- The student reads with accuracy and understanding.
- Active Listening -- The listener understands and evaluates verbal and nonverbal information and responds appropriately to the speaker.
- Identification of Sources -- Sources of knowledge and information are identified and used efficiently. Information technology is used appropriately.
- Organization of Information -- Information is effectively organized using clear criteria to select materials.

3. **An Idaho high school graduate identifies and describes problems or issues and develops effective strategies for addressing those concerns.**

LIST OF TRAITS

- Presentation of Components -- The issue is clearly described, using figures, diagrams, or models as appropriate.
- Development and Implementation Strategies -- Clear and effective strategies for solving or addressing problems or issues are identified, implemented, and evaluated.
- Verification of Results -- Results are related to prior knowledge and evaluated for reasonableness.

4. **An Idaho high school graduate demonstrates creativity and originality in the design, production, and presentation of activities.**

LIST OF TRAITS

- Creativity and Originality -- Innovative methods of design, production, and presentation are developed, leading to new understanding, methods, or products.

5. **An Idaho high school graduate critiques and evaluates the quality of work products and processes.**

LIST OF TRAITS

- Group and Self-evaluation -- Individuals and groups are able to critique their own work and the work of others.

- Identification of Strengths -- Evidence of ability, talent, and knowledge are identified within the performance and related to previous performances.

- Identification of Weaknesses -- Areas for further improvement are identified, and ideas for improvements are discussed.

6. **An Idaho high school graduate demonstrates the ability and skills to work collaboratively.**

LIST OF TRAITS

- Monitor Behavior -- In group activities, the individual monitors and evaluates his or her behavior and demonstrates consideration for individual differences.

- Team Skills -- Active listening and participation skills are used in group activities.

- Provide Feedback -- Constructive comments on cooperative work are given and received.

- Group Functioning -- How the group does its work is assessed and managed, with conflict resolution skills used to solve problems.

- Ethnic and Racial Differences -- Learn to live in a changing society with mutual respect and appreciation for others.

7. **An Idaho high school graduate demonstrates characteristics of an effective lifelong learner.**

LIST OF TRAITS

- Vision -- Goals and priorities are identified.

- Self-esteem -- A positive vision of self and others is developed. A positive desire to learn is demonstrated.

- Initiative and Perseverance -- The desire and ability to plan, implement, and conclude a project over time is demonstrated.

- Responsibility -- Responsibility for personal actions is demonstrated.

- Adaptability -- Changes and challenges are dealt with in a positive way. Plans and actions are modified appropriately in response to changing circumstances.

- Skills of Strategic Learner -- A variety of strategies for learning are developed and used.

IDAHO DIRECT WRITING ASSESSMENT SCORING STANDARD

The Rhetorical Situation defined:	**5** **Exemplary at Grade Level**	**4** **Advanced Proficiency at Grade Level**
Any writing requires that the writer continuously make choices as she or he writes. These choices are based on what is called the rhetorical situation. The writer must ask: who is my audience: what is my purpose: what method of development should I choose to best accomplish my purpose with my audience? what voice or style should I choose to best accomplish my purpose with my audience, given the method of development that I have chosen? Effective writers make choices based on the rhetorical situation and are able to adapt the ideas, structure, and style of a piece of writing to the audience, occasion, and purpose for which it is written.	A "5" paper demonstrates remarkable control and understanding of the rhetorical situation. "5" papers are certainly not perfect, but they are engaging, powerful pieces of writing in which the writer is clearly in control of all the conventions of written language and can use those conventions to accomplish his/her purpose with his/her audience. A "5" paper is characterized by a unique perspective on--or a sophisticated approach to--the topic. A score of "5" indicates that the student's writing for that particular prompt on that particular day is exemplary and significantly above grade level.	A "4" paper demonstrates that the writer understands writing as a rhetorical situation that involves audience, purpose, development, and voice. A "4" paper is clear, organized, and easy to understand, but it lacks the control, finesse, creativity, and sophistication of the "5" paper. The writer is still clearly above grade level in his/her control of the conventions of written language and does a good job of accomplishing his/her purpose with his/her audience. However, a "4" paper, while being good, can not be characterized as remarkable either in style or in content. A score of "4" indicates that the student's writing for that particular prompt on that particular day is clearly advanced beyond grade level.
FOCUSING ON THREE FEATURES	**"5" PAPERS WILL EXHIBIT MOST OF THE TRAITS LISTED BELOW.**	**"4" PAPERS WILL EXHIBIT MOST OF THE TRAITS LISTED BELOW.**
Audience/Purpose/Development These features are the most important. Effective writing is clear, interesting, and informative. Effective writers adapt the ideas, structure, and style of a piece of writing to the audience, occasion, and purpose for which it is written. Viewed from this *rhetorical* perspective, effective writing ceases to be the carrying out of formulaic or mechanical procedures. Effective writing becomes, instead, an activity that requires that the writer continuously make choices based on the *rhetorical* situation: who is the audience? what is the purpose? what method of development will best accomplish the purpose with the audience? In short, form follows function.	• The writer demonstrates higher level thinking skills such as synthesis, analysis and evaluation. • The writer's purpose is clear, and the ideas are expressed in a sophisticated manner. • The writer's method of development is appropriate to the purpose and audience. • The writer uses innovative rhetorical devices to achieve unity. • The writer demonstrates a sophisticated approach to the topic. • The writer uses details and examples creatively.	• The writer demonstrates higher level thinking skills including synthesis, analysis, and evaluation. • The writer's purpose is clear and uniquely presented. • The writer's method of development is appropriate to the purpose and audience. • The writer's introduction and conclusion and other structural elements contribute to the overall effectiveness of the paper.
Tone/Voice/Style/Mood/Persona These features often determine the readability of a piece of writing. Even though the purpose and audience are clear, and the development (form) is appropriate to the purpose and audience, when these features are not present to some degree, the writing will not hold the reader's attention. These features may include appropriate vocabulary choice, figurative language, rhythm, alliteration, parallelism--any of the literary and stylistic devices that make a piece of writing powerful, engaging and unique.	• The writer uses a strong, effective, vibrant, and consistent voice. • The writer's word choice is vivid. • The writer uses original metaphors. • The writer's sentence structure and word choice demonstrate strong control and understanding of the rhetorical situation. • The writer uses a mature range of vocabulary.	• The writer's voice--which may be lively and creative--effectively accomplishes the writer's purpose with the intended audience. • The writer's varying sentence structure contributes to achieving the overall purpose with the audience. • The writers' vocabulary is appropriate for the subject, audience, and purpose.
Mechanics and Usage/Sentence Fluency No one expects a composition drafted and written in 90 minutes to be perfect in its usage, mechanics, and sentence structure. However, we do expect students to achieve a level of standard written English that demonstrates their competency in the use of the following: spelling, capitalization, punctuation, indentation, subject-verb agreement, noun-pronoun agreement, phrases, clauses, and sentences that are grammatically correct.	• The writer demonstrates a strong command of standard edited English. • The writer's surface errors (capitalization, punctuation, spelling, etc.) are minimal or nonexistent.	• The writer demonstrates a command of standard edited English. • The writer's surface errors (capitalization, punctuation, spelling, etc.) are minimal.

IDAHO DIRECT WRITING ASSESSMENT SCORING STANDARD

The Rhetorical Situation defined:	**3** **Proficient at Grade Level**	**2** **Developing toward Proficiency at Grade Level**
Any writing requires that the writer continuously make choices as she or he writes. These choices are based on what is called the rhetorical situation. The writer must ask: who is my audience: what is my purpose: what method of development should I choose to best accomplish my purpose with my audience? what voice or style should I choose to best accomplish my purpose with my audience, given the method of development that I have chosen? Effective writers make choices based on the rhetorical situation and are able to adapt the ideas, structure, and style of a piece of writing to the audience, occasion, and purpose for which it is written.	A "3" paper demonstrates that the writer understands the basic concepts of composition. A "3" paper is clear, organized, and easy to understand. However, a "3" paper is often formulaic in development and lacks the sophisticated control of language and thought that is characteristic of typical "5" and "4" papers. A "3" paper indicates that the writer has appropriate control of the conventions of written language at grade level and is beginning to understand the concept of the rhetorical situation. A score of "3" indicates that the student's writing for that particular prompt on that particular day is proficient at grade level.	A "2" paper demonstrates that the writer is on the way to developing proficiency in writing, but is not there yet. A "2" paper indicates that the writer doesn't quite understand or exhibit control of the conventions of written language or grasp the complexity of the topic. Because the writer displays a simplistic approach to the rhetorical situation and lacks understanding of composition as a concept, it is often difficult to understand the point that the writer is trying to make. A score of "2" indicates that the student's writing for that particular prompt on that particular day is developing toward grade level but is not yet proficient at grade level.
FOCUSING ON THREE FEATURES	**"3 PAPERS WILL EXHIBIT MOST OF THE TRAITS LISTED BELOW.**	**"2" PAPERS WILL EXHIBIT MOST OF THE TRAITS LISTED BELOW.**
Audience/Purpose/Development These features are the most important. Effective writing is clear, interesting, and informative. Effective writers adapt the ideas, structure, and style of a piece of writing to the audience, occasion, and purpose for which it is written. Viewed from this *rhetorical* perspective, effective writing ceases to be the carrying out of formulaic or mechanical procedures. Effective writing becomes, instead, an activity that requires that the writer continuously make choices based on the *rhetorical* situation: who is the audience? what is the purpose? what method of development will best accomplish the purpose with the audience? In short, form follows function.	• The writer demonstrates thinking skills appropriate to the subject, audience, and purpose. • The writer's purpose is clear. • The writer's ideas are unified and the meaning flows from paragraph to paragraph. • The writer's introduction and conclusion are developed and appropriate to the purpose and audience.	• The writer's thought processes may be difficult to follow. • The writer's purpose may be evident but it lacks development through specific details and examples. • The writer has not connected his/her paragraphs and the ideas do not flow. • The writer's introduction and conclusions may be mechanical and redundant.
Tone/Voice/Style/Mood/Persona These features often determine the readability of a piece of writing. Even though the purpose and audience are clear, and the development (form) is appropriate to the purpose and audience, when these features are not present to some degree, the writing will not hold the reader's attention. These features may include appropriate vocabulary choice, figurative language, rhythm, alliteration, parallelism--any of the literary and stylistic devices that make a piece of writing powerful, engaging and unique.	• The writer's voice is consistent and appropriate to the subject, audience, and purpose. • The writer's word choice is appropriate to the subject, audience, and purpose. • The writer's sentence structure varies and is appropriate to subject, audience, and purpose.	• The writer's voice may not be consistent or appropriate to the subject, audience, and purpose. • The writer's word choice may not be appropriate to the subject, audience, and purpose. • The writers' vocabulary is limited.
Mechanics and Usage/Sentence Fluency No one expects a composition drafted and written in 90 minutes to be perfect in its usage, mechanics, and sentence structure. However, we do expect students to achieve a level of standard written English that demonstrates their competency in the use of the following: spelling, capitalization, punctuation, indentation, subject-verb agreement, noun-pronoun agreement, phrases, clauses, and sentences that are grammatically correct.	• The writer's surface errors (capitalization, punctuation, spelling, etc.) do not detract from the meaning and readability. • The writer's sentence structure may be nonstandard.	• The writer's frequent surface errors (capitalization, punctuation, spelling, etc.) detract from the meaning and readability. • The writer's sentence structure is likely to be nonstandard.

IDAHO DIRECT WRITING ASSESSMENT SCORING STANDARD

The Rhetorical Situation defined:	**1** **Minimum Development for Proficiency at Grade Level**	**NS** **Not Scorable**
Any writing requires that the writer continuously make choices as she or he writes. These choices are based on what is called the rhetorical situation. The writer must ask: who is my audience: what is my purpose: what method of development should I choose to best accomplish my purpose with my audience? what voice or style should I choose to best accomplish my purpose with my audience, given the method of development that I have chosen? Effective writers make choices based on the rhetorical situation and are able to adapt the ideas, structure, and style of a piece of writing to the audience, occasion, and purpose for which it is written.	"1" paper demonstrates that the writer is having difficulty with the basic concepts of written composition. A "1" paper indicates that the writer does not understand the concept of the rhetorical situation or have control of many of the basic conventions of written language. Because the writer has little understanding of the basic concepts of composition, it is very difficult to understand the point the writer is trying to make. A score of "1" indicates that the student's writing for that particular prompt on that particular day is inadequate at grade level.	An "NS" is given to papers that are **Blank** **Illegible** **Written in a language other than English** **Not written in blue or black ink** **Not written on the required topic** **Not written in a form appropriate to the prompt**
FOCUSING ON THREE FEATURES	**"1" PAPERS WILL EXHIBIT MOST OF THE TRAITS LISTED BELOW.**	
Audience/Purpose/Development These features are the most important. Effective writing is clear, interesting, and informative. Effective writers adapt the ideas, structure, and style of a piece of writing to the audience, occasion, and purpose for which it is written. Viewed from this *rhetorical* perspective, effective writing ceases to be the carrying out of formulaic or mechanical procedures. Effective writing becomes, instead, an activity that requires that the writer continuously make choices based on the *rhetorical* situation: who is the audience? what is the purpose? what method of development will best accomplish the purpose with the audience? In short, form follows function.	• The writer's thought processes are difficult to follow. • The writer's purpose is not evident. • The writer's development of ideas is inadequate or disjointed. • The writer's ideas are unconnected.	
Tone/Voice/Style/Mood/Persona These features often determine the readability of a piece of writing. Even though the purpose and audience are clear, and the development (form) is appropriate to the purpose and audience, when these features are not present to some degree, the writing will not hold the reader's attention. These features may include appropriate vocabulary choice, figurative language, rhythm, alliteration, parallelism–any of the literary and stylistic devices that make a piece of writing powerful, engaging and unique.	• The writer's voice is ill-defined. • The writer's word choice demonstrates a lack of understanding of audience and purpose.	
Mechanics and Usage/Sentence Fluency No one expects a composition drafted and written in 90 minutes to be perfect in its usage, mechanics, and sentence structure. However, we do expect students to achieve a level of standard written English that demonstrates their competency in the use of the following: spelling, capitalization, punctuation, indentation, subject-verb agreement, noun-pronoun agreement, phrases, clauses, and sentences that are grammatically correct.	• The writer's surface errors (capitalization, punctuation, spelling, etc) are glaring. • The writer's sentences are often indistinguishable.	

12TH GRADE READING PERFORMANCE ASSESSMENT SCORING STANDARD

ADVANCED PROFICIENCY AT GRADE LEVEL

Using 12th grade level materials, the student

- shows advanced understanding of text at literal, abstract, and inferential levels
- extends ideas of text by making thoughtful inferences, drawing thorough conclusions, making extensive connections to own experiences and to the world
- identifies and analyzes devices authors use in composing text
- adapts rate and flexibility according to purpose and reading material
- reads and follows complicated directions
- sustains reading interest in advanced material
- synthesizes, analyzes, and evaluates material from one source and applies it to another
- accurately interprets and integrates maps, charts, graphs, and tables
- appreciates reading as a pleasureable recreational activity
- uses context, syntax, and word identification strategies to understand and integrate new vocabulary
- identifies and uses extensive reference sources to solve problems and locate information

PROFICIENT AT GRADE LEVEL

Using 12th grade level materials, the student

- shows overall understanding of text at literal and inferential levels
- extends ideas of text by making clear inferences, drawing conclusions, making connections to own experiences
- identifies devices authors use in composing text
- adapts rate and flexibility according to purpose and reading material
- reads and follows directions
- sustains reading interest
- uses material from one source and applies it to another
- accurately interprets maps, charts, graphs, and tables
- appreciates reading as a pleasureable recreational activity
- uses context, syntax, and word identification strategies to understand new vocabulary
- identifies and uses reference sources to solve problems and locate information

DRAFT

DEVELOPING TOWARD PROFICIENCY

Using 12th grade level materials, the student

- shows limited understanding of text at literal and inferential levels
- identifies ideas from text at a minimal level by making clear inferences, drawing conclusions, making connections to own experiences
- identifies some devices authors use in composing text
- demonstrates basic ability to adapt rate and flexibility according to purpose and reading material
- does not always read and follow directions adequately
- sustains reading interest at a minimal level
- finds it difficult to use material from one source and apply it to another
- interprets maps, charts, graphs, and tables with difficulty
- shows limited appreciation of reading as a pleasureable recreational activity
- uses limited context, syntax, and word identification strategies to understand new vocabulary
- uses minimal reference sources to solve problems and locate information

MINIMUM DEVELOPMENT TOWARD PROFICIENCY

Using 12th grade level materials, the student

- lacks understanding of text at literal and inferential levels
- does not demonstrate ability to make inferences, draw conclusions, make connections to own experiences
- does not adapt rate and flexibility according to purpose and reading material
- reads and follows directions inaccurately
- does not sustain reading interest
- finds it difficult to use material from one source and apply it to another
- interprets maps, charts, graphs, and tables inadequately
- does not appreciate reading as a pleasureable recreational activity
- does not use context, syntax, and word identification strategies to understand new vocabulary
- uses inadequate or no reference source to solve problems and locate information

DRAFT

POSITION STATEMENTS

Any position statement of an evolving profession is dynamic: it will grow and change in response to changing needs and new knowledge.

I. INTEGRATION

Integrated Approach

Spelling, vocabulary, grammar, and mechanics should be studied in context of the students' oral and written language. The adoption of separate texts in grammar, spelling, and mechanics is not recommended. These skills should be taught directly from the literature and from the students' own writing; however, reference books in the these areas should be available in the classroom.

Integrated Language Arts in the Content Areas

Reading, spelling, phonics, handwriting, grammar and composition are interrelated and effectively taught in an integrated manner through reading, writing, speaking, listening, and viewing. Whenever possible, the language arts should be processes by which the content areas (such as math, science, social studies, fine arts, humanities, and health and physical education) are learned. Indeed, the language arts goals and objectives included in this guide and framework can be achieved, in part, through their incorporation in the study of other subject areas.

II. INSTRUCTIONAL STRATEGIES

Instructional Strategies

Instructional strategies include cooperative learning, reading/writing workshops, conferencing, and direct teaching. A workshop approach supports process instruction and promotes collaboration instead of competition. It can provide students with blocks of time in which they work together, discuss their work, and help one another. Teachers, working individually and in collaboration, should use a variety of strategies to engage students in language arts experiences.

Grouping

Grouping structures should include small and large groups as well as competitive and cooperative groups based on instructional objectives and students' needs. Students of all ability levels usually learn best when they work together, discuss their work, and help one another; in addition, heterogeneous groups give students a chance to develop their managerial and leadership skills. Therefore, the teacher should use cooperative learning groups whenever appropriate.

Organization of the School Day

An integrated language arts program requires large blocks of time for the integration of the critical components. Subtopics such as handwriting, spelling, grammar and phonics no longer require separate, discrete units of time during the school day when an integrated language arts program is in effect. However, the prescribed weekly time requirements must be met.

Process in Writing

An important instructional strategy in composition development is the teaching of writing as a process. Writing process will vary depending on the writing assignment. The study of process in writing will include the following concepts: preparing to write, composing, global and local revising, editing, proofreading, and audience response (also called brainstorming, drafting, editing, proofreading, and publication.) Instruction in writing process should also include time management for both in-class and out-of-class compositions.

Thinking

Thinking occurs when perceptions (sight, sound, smell, taste, touch) interact with experiences. Everyone engages in thinking processes, but the quality of these processes can be improved through direct and indirect instruction. Teachers can teach thinking strategies by structuring experiences and by asking questions. It is important that students reflect upon their thinking processes (metacognition) and use these processes in problem-solving and decision-making.

Tracking

Tracking students (i.e. separating them by classes into "honors," "regular," and "basic") is no longer a recommended method for grouping students. When students are grouped homogeneously, they are less likely to develop the understanding and tolerance that come from exposure to diverse abilities and viewpoints. Students in tracked classes may lose the opportunity to work with students who have differing talents and learning styles. Any gains that "basic" students might make in skill development is often negated by their loss of self-esteem.

III. BASIC SKILLS

Diagraming Sentences

Diagraming sentences does not improve students' ability to read, write, speak, listen or view. In many instances, it can confuse students and make them dislike English. Therefore, it is no longer recommended as a teaching technique.

Grammar

Grammar, the study of the structures and forms of language and the rules governing the use of these structures and forms, should be studied in the context of the students' actual oral and written communication. When necessary, specific grammar skills should be taught systematically and in context to improve reading, writing and speaking. The adoption of a separate grammar text is not required when grammatical concepts are taught directly from the literature and from the students' own writing.

Handwriting

The goal of handwriting instruction is to teach legibility. Students who do not write legibly should be given specific instruction and additional practice within a meaningful context. A coordinated, sequential plan of handwriting instruction will take into account the developmental levels of students' motor skills and will have clear, uniform, readable text as its outcome. Therefore, it is not necessary to require that all students adhere to a specific method of handwriting instruction such as Palmer or D'Nealian. The use of tools such as computers and typewriters is an important part of each student's training for efficiency in future communication and should be taught in addition to personal handwriting skills. The adoption of a separate handwriting text is not required when legibility is taught through other appropriate materials or teaching methods.

Phonics

Knowledge of letter-sound relationships is a very important aspect of the reading process. However, it is only one of many important strategies students must master when learning to read. Phonics must be systematically taught and applied within the meaningful contexts of reading and writing. In most cases, formal phonics instruction ought to be completed by the end of second grade. The adoption of a separate phonics text is not required when letter-sound relationships are taught through the literature and from the students' own writing.

Spelling

Through writing and reading experiences, students will grow in their understanding of how the spelling system works as they progress from temporary to standard spelling. Components of the spelling program may include direct instruction of high frequency words and words derived from student writing. Teachers can support students' ability to use self-monitoring and self-correcting behaviors in their own written work by providing opportunities for students to practice proof-reading and editing. The adoption of a separate spelling text is not required when spelling is taught directly from the literature and from the student's own writing.

Vocabulary

To be successful learners, students must develop an adequate vocabulary assisted by appropriate instruction. However, this instruction should focus on strategies which will enable the students to become independent learners, rather than focus on lists of words out of a meaningful context. The point of vocabulary instruction is to help students use vocabulary as they become strategic readers engaged in relevant tasks. The study of vocabulary lists apart from a meaningful context is most strongly discouraged.

IV. SPECIAL NEEDS

Special Needs Students

Language learning opportunities must be provided to students who progress at a slower rate than other students. These students should be kept in the regular program to participate in the language arts curriculum for their grade level. Regardless of the student's developmental level and ability, teachers can provide successful language learning opportunities by using a variety of materials and methods, such as adapting curriculum, collaborating and/or team teaching with special education, Chapter I and Gifted and Talented staff, incorporating cooperative learning models, and peer tutoring.

English as a Second Language (ESL)

Language learning opportunities must be provided to all students regardless of linguistic abilities and ethnicity. Students' ethnic culture should be preserved, valued, and used as a bridge toward English language proficiency. ESL students need frequent opportunities to use spoken and written language in meaningful contexts. Thus, the teaching of English language arts should address individual developmental needs.

V. INSTRUCTIONAL MATERIALS

Instructional Materials

An integrated, sequential English language arts program incorporates a wide variety of materials. Textbooks are resources that support curriculum guides and are coordinated with a full range of other available resources. Resources may include student works, trade books, films and videos, access and exposure to performing arts, computer tc nology, and mixed media in school and community. Instructional materials should support and nurture a process approach to learning English language arts. The selection of comprehensive and diverse instructional materials should be based on students' needs, interests, and specific curricular objectives.

Furthermore, every effort should be made to provide students with instructional materials that further racial and ethnic understanding. The use of workbooks, skill texts, or other short-answer-fill-in-the-blank materials as independent seat work is not recommended. The repetition of already learned concepts through the use of such materials wastes time and diminishes student enthusiasm for language. The adoption of a separate sequential (basal) reading series is not required when other appropriate materials such as trade books or subject area texts are used in conjunction with integrated language arts teaching techniques.

VI. TECHNOLOGY

General Technology

To assist students in becoming functioning members of society, teachers should encourage students to explore and become proficient users of technology, including word processors, typewriters, computers, spell checkers, tapes (audio and video), and so on. Thoughtful use of such technology can enhance students' creative expression and critical response to the language arts.

Computer-Assisted Composition Instruction

The instruction of composition should be designed to take advantage of the current capabilities of computers, word processors, and related writing software. It is essential that instruction in the writing process be altered to reflect the use of word processors, particularly as they affect drafting and revision. The use of "thought processors," outlines, and other writing aids should be made available to students to assist in the initial stages of writing. Students should be given further training in the appropriate use of spelling checkers, thesauruses and grammar analysis programs as tools to refine their compositions. Technology should be used throughout the writing process to improve students' finished products, rather than simply as a means of neatly reproducing previously handwritten documents.

VII. ASSESSMENT/EVALUATION

Assessment/Evaluation

Assessment should be aligned with curriculum and instruction and incorporate a variety of methods suited to the purpose of the assessment. Standardized tests may not accurately reflect individual student progress in the language arts program. At the elementary level it may not be appropriate to report separate grades for reading, language, spelling, phonics and grammar when these subjects are integrated into the total language arts curriculum. At all levels it is important that there be a balance of methods of evaluation which include self-evaluation, portfolio, anecdotal records, holistic, and primary trait scoring.

VIII. PARENT/COMMUNITY INVOLVEMENT

Parental Involvement

Parents are the initial teachers of students and should be encouraged to emphasize language learning in the home. Parents should be informed of overall goals and objectives in English Language arts and be invited to participate in setting these goals and objectives. Parents' continued support and participation are vital to their child's success in school.

Community Involvement

That same interest and involvement needs to come from the community as well. Teachers, students, and community members need to maintain a dialogue about the skill expectations and needs required in the world of work and in post-secondary education. Business leaders can help students identify critical reading and writing competencies and attitudes which will help students succeed beyond high school. The involvement of both parents and community is essential to encourage long term student learning.

IX. STAFF DEVELOPMENT

Teacher Education

Teaching has become an increasingly complex craft. Traditionally, beginning and experienced teachers have concerned themselves with the mastery of their content areas. Now, matters of instructional theory, methodological approaches, technological advances, and varied backgrounds and abilities of students add to the complexity of teaching. These considerations have prompted a need for change in the traditional ways of viewing, preparing, and renewing practitioners in the profession.

A climate of change necessitates a review of and an openness to different teaching and management approaches. Strategies for varied approaches--cooperative learning, reading/writing workshops, conferencing, peer response groups--are a necessary part of staff development. School districts' support of comprehensive programs for teacher renewal can be supported with inservices or workshops. A sequential, on-going staff development program in English language arts must be provided.

STATEMENT ON CLASS SIZE

The National Council of Teachers of English has for seventy-five years proclaimed that the optimum size of an English class is 20 students and that secondary school English teachers should teach no more than 100 students per day.

In November of 1990, the NCTE Board of Directors recommended that "the normal teaching load of teachers of English language arts be four classes of 20 students by the year 2000."

NCTE will undertake activities to introduce legislation that requires school districts (or local education agencies) applying for categorical funds to have a plan to reduce class size and teacher load for English language arts classes to reflect the official NCTE policy.

RATIONALE

- Practicing teachers as well as expert observers and administrators know by experience that smaller classes create the possibility of more individual attention, fewer discipline problems, a better balance of cooperation and competition, and a more humane environment for learning than is possible in overcrowded classrooms.

- Furthermore, studies have shown that students can learn many valuable skills in smaller classes: cooperative group behavior, self-control, respect for others, good study habits, speaking and listening skills, critical thinking, reading and writing skills, and discussion with others as part of the learning process.

- Research on class size indicates--and teachers and students concur--that smaller classes can lead to higher achievement because students can have more attention, more time for work, better diagnosis of their needs, and better planning to meet those needs.

- Teachers know that smaller classes allow them more time to prepare varied lesson plans and relate more closely to students in ways that encourage motivation, self-esteem, and growth. Because of such successful working conditions, teachers enjoy teaching more and thus remain more effective and continue in the profession rather than leave for other work.

- Finally, the teaching of writing involves not only the teacher's presence in the classroom but also extensive work with the writing outside of class. For example, to evaluate and to suggest improvements in a multiple-paragraph student essay requires ten to twenty minutes per paper. Total time spent grading such an essay from each of 100 students ranges from sixteen to thirty-three hours of grading outside of class. This demand on a language arts teacher's time must be accommodated if essential skills are to be taught.

For a free single copy of "Lost in the Crowd," a brochure that discusses the 1990 class-size policy, send a self-addressed, stamped envelope with your request to Membership Service Representative, NCTE, 1111 Kenyon Road, Urbana, IL 61801.

K - 12 ENGLISH LANGUAGE ARTS BIBLIOGRAPHY

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